



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**TEZPUR UNIVERSITY**

TEZPUR UNIVERSITY P.O. NAPAAM, DIST. SONITPUR

784028

[www.tezu.ernet.in](http://www.tezu.ernet.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Tezpur University, one of the premier higher education institutions of India with NAAC grade A, was established on January 21, 1994 as per Tezpur University Act, 1993. As per Act, the university is fully residential and unitary in nature and is located in the middle of Assam at a distance of 200 km from Guwahati. Having commenced its academic journey with offering of a meagre 3 academic programmes (MCA, M.Sc in Mathematics and Diploma in English Language Teaching), it currently offers 69 academic programmes under the Schools of Engineering (7 Departments), School of Humanities and Social Sciences (9 Departments), School of Management (2 Departments), School of Sciences (5 Departments) and 3 Centers (Centre of Inclusive Development, Centre for Women Studies and Centre for Distance & Online Education).

At present 4564 students including international students from countries like Sri Lanka, Thailand, Ethiopia, Palestine, Bangladesh, Syria, Botswana, and Sierra Leone, 271 faculty and 267 staff are on rolls of the University (as on date).

Since its inception, University has embraced semester system having curricula allowing cafeteria approach for electives with credits and grading mechanisms. Further, it has now made smooth transition from Cafeteria approach to CBCS and outcome based curriculum framework.

Over past 27 years, the University has created impressive expansion of its physical infrastructure (buildings, classrooms, teaching & research labs, library, sports, computer clusters, ICT infrastructure, Wi-Fi etc.). The 261.47 acre meticulously developed green campus of the University provides residential facilities and a conducive ambience for its students, scholars and faculty hailing from different parts of the country.

As a result of well qualified dedicated faculty and committed staff, the University has been able to develop capacities of human resource with global competencies and quality research output of international standards. University has also earned the reputation of carrying out interdisciplinary/multidisciplinary research having relevance to societal needs. The wide range of extension and outreach activities undertaken by the university have shown its commitment towards developmental imperatives of the region.

The alumni of the University have already created a niche for themselves and their Alma Mater occupying responsible positions in various MNCs, PSUs, government departments, educational & research institutions, media houses, consultancy houses, etc.

Due to its impressive academic credentials, the University has become a sought after destination for students, faculty and staff in the country and in particular NE region.

### Vision

The Parliament, while enacting the Tezpur University Act in 1993, stated the objects of the University in the first Schedule of the Act which states that the University shall endeavour through education, research, training and extension to play a positive role in the development of north-eastern region, and based on the rich heritage of the region, to promote and advance the culture of the people of the State of Assam and its human resources.

The Board of Management, the Planning Board and the Academic Council have set vision and mission, in line with the above objects of the Act. The first meeting of the Board of Management prepared an Approach Profile of the University drawing a road map for the growth of the University for first five years. The University then prepared its first Vision document through brainstorming sessions in 2005. With the change of time and societal needs, the University prepared a perspective plan in 2011. This was the basis for preparation of University's XII plan proposal. As the XII plan came to an end, the University revisited the perspective plan in 2016 and the Board of Management, with endorsement of the Planning Board and the Academic Council, evolved the Vision and Mission statements of the University. The Vision of the University is defined as -

- To develop human excellence and inculcate leadership through hard work and Creativity.

The University is striving to achieve its goal through quality teaching learning and research, and has been successful in contributing to building capacities of human resource for the nation.

The University is continuously striving to become one of the leaders in teaching, research and innovation, not only in the nation, but also among the higher educational institutions of the world.

In order to achieve this sacred vision, the University has set the mission statements.

### **Mission**

The Board of management, with endorsement of the Planning Board and the academic Council, after setting the Vision of the University, prepared the road map to achieve it through set Missions.

The mission statement of the University is

- To render Tezpur University one of the most preferred destinations of students, faculty and scholars and employees.
- To be in the Top 50 Universities of the world

The University has been constantly striving to enhance the quality of its academic programme by adopting a continuous process of –

- Ensuring quality faculty with serious academic credentials including engaging distinguished experts as Adjunct/Visiting faculty.

- Keeping the Faculty updated through orientation programme, FDP and other quality improvement programmes such as workshops.
- Adoption of outcome-based curricula which is subjected to periodic revision through Departmental Advisory Committee (DAC), Board of Studies (BOS) and Academic Council (AC).
- Providing enabling teaching learning infrastructure through upgradation of classrooms, laboratory equipments and computer labs and continuous augmentation of a centralised sophisticated analytical instrumentation facility for faculty and students.
- Adoption of ICT tools for a blended mode experience (offline-online) for effective teaching learning.
- MoUs with reputed institutions within the country and abroad for exchange of faculty and students and access to specialized facilities;

In the endeavour towards universal access to quality education/training the University has adopted the following provisions.

- Maintaining its fee structures within the affordable limits of the student community at large and has made provisions for scholarships, free ships for the needy.
- Starting distance and online academic programmes to enable access to the expertise/ resources available in the university to students who are unable to afford physical presence.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

1. Well qualified (~91% Ph D degree holders) faculty
2. Excellent academic and research infrastructure, ICT enabled classrooms, smart classrooms, well equipped teaching and research laboratories
3. A Central sophisticated Analytical instrumentation facility hosting state of the art equipments and 02 High performance computer clusters
4. Vibrant research culture with quality publications
5. Catalysing interdisciplinary and Multidisciplinary research through establishment of a Centre for Multidisciplinary Research
6. Good inter-institutional and international collaborations including Credit Transfer
7. Active IPR cell with IPR Chair from GoI
8. Cohesive and disciplined workforce
9. Good student-teacher relationship
10. Diversity in faculty members from different parts of the country
11. Excellent sports and extracurricular infrastructure
12. Pleasant working environment with transparency
13. Located in a region (NER) of ethno-cultural diversity and rich biodiversity
14. Automated library rich in learning resources accessible through intranet and internet
15. Outreach and extension activities for training & empowerment of rural people and addressing their developmental needs
16. A dedicated Teaching Learning Centre offering orientation, refresher and faculty development programmes
17. Adherence to academic calendar and timely declaration of results
18. Participative Governance

‘Earn while Learn’ Scheme for needy students.

### Institutional Weakness

1. Poor air and rail connectivity
2. Poor industry base in the region
3. Low consultancy opportunities
4. Few instances of technology transfer
5. Small alumni base, being a young university

6. Small number of international students, may be due to locational disadvantages
7. Small corpus
8. Shortage of residential accommodation for students and staff

### **Institutional Opportunity**

1. Academic architecture and processes conducive to realignment with recommendations of NEP 2020 such as Multiple Entry Exit provisions, Academic Bank of Credit, liberal Arts programme etc
2. Innovative Studies on the natural resources, environment, diverse culture and ethnicity of the NE region
3. Undertaking research problems relevant to developmental imperatives of the region.
4. Scientific validation, documentation and preservation of indigenous/ traditional knowledge systems.
5. Research on ethnicity, conflict resolution, and geographical diversity
6. Value addition to ethnic foods and agriculture produce through food processing
7. Converting the research output to revenue through technology transfer
8. Potential for earning revenue through our state of the art infrastructure e.g. the Auditorium, Sports field, Council Hall etc.

### **Institutional Challenge**

1. Pressure on increasing IRG, keeping the fee structure reasonable while ensuring that access to Higher Education for students of all socio-economic backgrounds is not adversely impacted.
2. Restriction by UGC on use of IRG only for recurring expenditure.
3. Low average family income of the region forcing students to go to state govt institutions in the region with low fee structure.
4. More number of universities in the region in last few years are competing to target the common pool of students for admission.
5. Inadequate grant-in-aid for creation of capital assets viz. (books/journals, equipment, campus development etc.)
6. Requirement of taking HEFA loan for construction related infrastructure development for any future expansion and growth of the University.
7. To attract more foreign students due to insufficient Scholarships.
8. To have more linkages with reputed industries with diverse operations due to lack of their presence in the region.
9. Retention of faculty due to pay disparity of CUs with IITs & NITs

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Quite true to its motto 'Specialised Knowledge Promotes Creativity', Tezpur University ever since its inception has a resolute commitment towards fulfilling its vision through a chiselled mix of flexible academic programmes, evolving curriculum, innovative courses, and value driven pedagogy of teaching learning. The University by virtue of 23 Doctoral, 28 PG, 15 UG, 3 PG Diploma and 2 Certificate programmes in a wide array of disciplines across 4 Schools, 23 Departments and 3 Centres has been able to effectively address imminent regional and national needs in the fields of science and technology, engineering, management,

humanities and social sciences. In tandem with other academic best practices, the University has been proactive in adoption of outcome-based education and in this context, course and programme outcomes are approved, mapped and attainment measured to address the global requirements. Over 60% of the offered programmes have been revised through periodic revisions in existing courses and new course inclusions while incorporating feedback from all key stakeholders namely alumni, employers, teachers, students and validation from National and International Subject Matter experts. CBCS and elective courses implemented in different programmes of the University provides immense flexibility to the students and scholars to choose subjects from their areas of interest and hone their passion. With an aim to address our nation's clarion call for innovation, entrepreneurship, employability, skill development and industry trends, the University has introduced 383 new courses during the assessment period and this focused outcome is evident from the GYTI awards received by students of different disciplines for four years since 2017. Experiential learning encompassing field visits, research projects, internships, skill development workshops and industry interactions are a core component in all of the programmes. Driven by the vision of developing human excellence, the University curriculum embodies necessary elements of overall holistic development through an array of over 21 newly introduced value-added courses such as yoga, violin, disaster preparedness etc. This holistic growth is further supplemented by specific courses and specialized centres/cells which effectively addresses pertinent issues related to gender, human values, environment sustainability and professional ethics.

### **Teaching-learning and Evaluation**

Tezpur University attracts students from across the country through a transparent process for admission into various programs by inviting online applications followed by Tezpur University Entrance Examination (TUEE). Tezpur University adopts a merit-based admission process by following UGC guidelines and strictly adhering to reservation policies of the Government of India. A total of 22228 applications were received for admission into 1939 available seats of the University with a demand ratio of 15.66 during the session 2020-21, out of which, 853 students are admitted under different reserved categories. A total of 4444 students were enrolled in various programmes of the University for the session 2020-21.

The teaching-learning process in the University follows a student's-centric education to facilitate interactive learning to induce confidence and encourage innovative and critical thinking. In the teaching learning process, ICT tools are extensively employed. The Choice Based Credit System (CBCS) offers the students interdisciplinary learning as per their desire and needs. To enrich Teaching-learning, the MOOC courses are recommended by the departments for registration by the students. Emphasis is on imparting theoretical knowledge with practical training and small group interactions with easy access to faculties. Experiential learning for students is facilitated through field visits, internships, and extension/outreach activities enabling community engagement. A well-designed student mentoring system is in place to monitor and support the holistic development of the students.

Tezpur University boasts with quality teaching fraternity with as many as 91.95% (240/261) having a doctoral or higher degree and with average teaching experience of 11.26 years at this institution. In the year 2020-21, during the assessment period, 261 teachers are catering to the academic requirements of the students with a student-teacher ratio of 17:1. A total of 56 faculty members of the University brought laurels to the University by receiving awards, fellowships, recognition at State, National, International level from Government/Govt. recognised bodies during the last five years. Notable among them are Visitor's Awards, International Fellowships of reputed Societies, and World's Top 2% Scientists.

Tezpur University strictly adheres to the Academic Calendar for initiation of classes, conduct of practical and

theory examinations and declaration of results. An automated course registration and grade entry portal have been integrated for easy processing of the University results. This enables the University to maintain an average gap of 21 days between the last date of end-semester examination and date of declaration of results. The pass percentage of the final year students for the session 2020-21 is 97.5. Transparent mechanisms and procedures are in place to assist all students in the redressal of examination/evaluation-related grievances.

### **Research, Innovations and Extension**

Tezpur University has strengthened research, innovation, and extension activities through its three primary units – Office of the Dean, Research and Development, Intellectual Property Rights Cell, and Centre for Innovation, Incubation and Entrepreneurship.

Apart from well-maintained research laboratories in individual Departments through sponsorship from agencies like UGC, DST, AICTE, ICMR, DBT, etc., University has set up several facilities for research including a **Sophisticated Analytical Instrumentation Centre having high-end equipment, 2 high performance computing clusters, Green House, Museum, Media Laboratories, and Art Gallery.**

A total of 26 Departments/Centres has **210 eligible PhD supervisors** and **696 research fellows** engaged in research and extension activities. Seven Departments were awarded UGC-SAP while six Department received funding under DST-FIST.

**The University has three distinctive centres of excellence, namely,**

- Department of Computer Science and Engineering recognized by MHRD, Government of India as a **Centre of Excellence,**
- Department of Cultural Studies, English and Foreign Languages, and Centre for Assamese Studies recognized by UGC as a **Centre for Potential Excellence in Particular Areas,**
- Department of Environmental Science awarded **Centre of Excellence** by DST under Climate Change Programme of Strategic Programmes, Large Initiatives and Coordinated Action Enabler.

University has to its credit a total of **320 research projects,** and **249 consultancy projects,** amounting to a total grant of INR **9430.98 Lakhs,** and **262.69 Lakhs,** respectively. Of a total of **1500 UGC CARE** listed publications, **1275 SCI/ Scopus indexed journal publications** were published raising the University **h-index to 87 having citations of 50091** (as on 24 November 2021) Additionally, **a total of 467 books, book chapters, and conference articles** were published. The research activities in the University are ornamented with **35 granted/published** patents and **02 design registrations.** The faculty and students have also received several recognitions for their contributions to research and technology, including **three Visitor's Awards and four GYTI awards.**

There is a total of **36 functional MoUs** contributing to collaborative research, and opportunities for student, and faculty exchange.

The University hosted **121 seminars and workshops** on Research Methodology, Intellectual Property Rights, and Skills Development during the evaluation cycle. A total of **265 extension activities** were hosted providing training and empowerment to rural population addressing needs of the region.

## Infrastructure and Learning Resources

The University provides a dynamic learning environment with excellent facilities that include the latest equipment, ICT enabled 136 classrooms, 8 smart classrooms, 33 well equipped seminar halls with the latest digital sound system, LCD projectors etc.; well-equipped laboratories; sophisticated Instrumentation facility; computing facilities, internet connectivity; a dedicated power supply system and a sophisticated library facility having connectivity to several digital libraries. While students' accommodation is provided in 12 well-designed multi-storied hostels, several residential quarters have been built for accommodating teaching and non-teaching staff. Other basic amenities like central water supply, campus security, guest house with 65 well furnished rooms, canteen, gymnasium, auditoriums, indoor & outdoor sports facilities with flood lights, post office, banks with ATMs, schools, etc. are also available on the campus to cater to the various needs of the university community. Facilities like Cricket ground, Football ground, Basketball court; Badminton court, Lawn Tennis court etc (all of international standard); and a well-equipped Gymnasium are available for student activities. In addition, provision for well-maintained Swimming pool, Volleyball court, Table Tennis facilities etc. are also available. The Tezpur University Central Library has 1,11,592 books, 10,360 e-journals and 10,280 back volumes of journal accessible through various online databases subscribed by the University or through e-Sodhganga, and open access e-resources. The entire University is connected by OFC based LAN. The campus internet is currently being facilitated through the high performance 1Gbps link of National Knowledge Network (NKN) expandable to 10 Gbps connectivity with high-speed Switching Network Devices. The Campus Connect WiFi Project launched by the MHRD enables the users to get Internet facility in the academic buildings, hostels as well as the residential areas. The Health Centre provides round-the-clock health care services to the students, faculty, staff, and their dependents. The University regularly updates and augments the infrastructure in classrooms and laboratories and the learning resources (books and journals) as per the requirements of the Departments and Centres.

## Student Support and Progression

The University extends all possible supports to its students in academic guidance, career progression and extracurricular activities. Orientation programmes are organised to familiarise new students with courses, faculty, curricular/co-curricular activities and career options. Office of the Dean, Students' Welfare, provides support and guidance to the students in general. The International Office caters to the wellbeing of burgeoning international students on the campus. The University channels financial assistance from various agencies to the needy students, besides freeships, financial support for innovative research. Two Training and Placement cells offer career counselling and capacity-building programmes for all students in multiple areas such as technological up-skilling, personality grooming, soft skill programmes, interview skills, etc. They also assist students with career identification and employment. Every year more than 50 per cent of students either avail of placement or opt for higher education in reputed institutions across the globe. On an average thirty per cent students qualify for research fellowships and other competitive examinations every year.

There are dedicated offices to promote the sports and cultural activities of the students. Yoga activities/courses for the students and employees are the regular features of the University to achieve the Fit-India goals. Round the clock, accessible Health centre has various facilities, including physiotherapy for physically challenged students. The University also takes care of the emotional wellbeing of the students through professional counselling. For students from marginalised backgrounds and/or with disabilities, the Equal Opportunity Cell and SC/ST cell under the ambit of the Centre for Inclusive Development offer various support services.

An elected students' council to address various issues of the student community is instrumental for the



University's organisational structure. University has implemented all statutory/regulatory body guidelines for students' welfare. Besides the Internal Complaints Committee, there exists an Online Student Grievance Redressal System, student feedback system, anti-discrimination officer, anti-ragging committee, etc. The strong Alumni Association have a few regional chapters catering to the organic linkage between alumni and the University by organising different interactive programmes for the benefit of the students and alumni. Alumni of the University have been contributing towards the growth and development of their *Alma-Mater* through their association in various academic activities, delivering lectures, and contributions in-kind.

### **Governance, Leadership and Management**

Tezpur University has embedded the values of good governance and participatory management in its Statutes. There are institutional arrangements and guidelines to facilitate the different functions of the University.

The system of e-governance is implemented in all 4 areas of operation, namely, Administration, Finance, Admissions, and Examinations. The SAMARTH portal, Online Leave Application System, Grievance redressal system, portal for Internal Complaints Committee (ICC) are some of the mechanisms adopted by the Administration. The Financial Applications system has been in function for the last two decades. It generates Form 16, IT-Declarations, salary slips, and other arrear details of each employee. The system also maintains a record of project funds and expenditures.

The online library interface facilitates students to access the information on the Library resources online. Plagiarism check software namely, TURNITIN and URKUND are a part of the Library portal. Separate dedicated portals are provided for the Internal Complaints Committee and Grievance Redressal. The examination information system and online grade card generation system are in place to regulate examination-related matters. The admissions are facilitated by an online portal linked to the University website. The Research Scholars can also check the Status of their progression from a designated portal. The e-governance portals are effective in maintaining a good work culture and transparency. The University also effectively maintains its social media presence.

The University has received funding from both Government and non-government organisations at various times. The major funding has been received from the University Grants Commission. The income and expenditure of the institution are subjected to regular internal and external audits.

It is mandatory for faculty members to participate in Induction/professional development programmes. The University has been giving financial support to faculty members to attend workshops or conferences. The University has been conducting programmes for the professional development for the teaching and administrative staff. The Internal Quality Assurance Cell(IQAC) at the University has an online Performance Based Appraisal System(PBAS) and all the employees are required to report their work in the inbuilt matrices annually.

The able leadership and the well-coordinated management have enabled the University to take effective steps in achieving its vision and mission.

### **Institutional Values and Best Practices**

Tezpur University encourages green Practices on the campus and some of the facilities for alternate sources of

energy and energy conservation measures include 1000 kWp Solar Power Plant, 2.5 kWp off-grid Solar Power Plant for Swimming Pool Lighting and 14500 lpd Solar Hot Water Systems; Biogas plant; Wheeling to the Grid and Use of LED bulbs for Sensor-based energy conservation and power efficiency etc.

The University duly recognizes sustainable waste management practice. Some of the initiatives are 50 m<sup>3</sup> capacity food waste to biogas generation plant, vermicompost unit with total capacity of about 16.5 m<sup>3</sup>, Bio-medical waste management plant or Bio- incinerator with a capacity of 25 kg/h and an agreement with MSTC Limited for e-waste and other solid waste management. There are facilities for rain water harvesting, Borewell /Open well recharge and wastewater recycling.

The University has adopted a policy for restricted entry of automobiles on the campus, encourages use of bicycles, reserves some paths/roads with “No entry for Vehicles” on specific time slot and bans use of plastic on the campus. A total of 24,978 numbers of different saplings have been planted in various sites within the campus in the last two decades. There are two ‘Citrus gardens’ and a botanical garden having an area of 13,125 sq. m.

Energy Audit of the campus of Tezpur University was done in the year 2019 by an external agency, Eric Energy, Guwahati, The University has been regularly conducting several beyond the campus environmental promotional activities in its neighbourhood.

All academic buildings and hostels of the University have ramps/ lifts for easy accessibility for differently-abled persons to class rooms/academic buildings. Guidelines of the Ministry of Social Justice and Empowerment to facilitate requirements for differently-abled persons with signage including tactile path, lights, display boards and signposts are followed apart from assistive technology and facilities for differently-abled persons like accessible website & screen- reading software etc.

The institutional Code of Conduct principles are displayed on the University website and are contained in different Statutes, Ordinances, Rules and Regulations of the University. Additionally, the University organizes regularly professional ethics and awareness programmes for students, teachers, administrators and non-teaching staff.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the University |  |
|------------------------------------|--|
| Name                               | TEZPUR UNIVERSITY  |
| Address                            | Tezpur University P.O. Napaam, Dist. Sonitpur            |
| City                               | Tezpur   |
| State                              | Assam  |
| Pin                                | 784028   |
| Website                            | <a href="http://www.tezu.ernet.in">www.tezu.ernet.in</a> |

| Contacts for Communication |                         |                         |            |              |                    |
|----------------------------|-------------------------|-------------------------|------------|--------------|--------------------|
| Designation                | Name                    | Telephone with STD Code | Mobile     | Fax          | Email              |
| Vice Chancellor            | Vinod Kumar Jain        | 03712-267003            | 9957191528 | 03712-267006 | vc@tezu.ernet.in   |
| IQAC / CIQA coordinator    | Debendra Chandra Baruah | 03712-275307            | 9435508563 | 03712-267005 | iqac@tezu.ernet.in |

| Nature of University |                    |
|----------------------|--------------------|
| Nature of University | Central University |

| Type of University |         |
|--------------------|---------|
| Type of University | Unitary |

| Establishment Details                        |            |
|--|------------|
| Establishment Date of the University         | 21-01-1994 |
| Status Prior to Establishment, If applicable |            |

| <b>Recognition Details</b>   |             |                               |
|--|-------------|-------------------------------|
| <b>Date of Recognition as a University by UGC or Any Other National Agency :</b> |             |                               |
| <b>Under Section</b>   | <b>Date</b> | <b>View Document</b>          |
| 2f of UGC  | 21-01-1994  | <a href="#">View Document</a> |
| 12B of UGC   | 21-01-1994  | <a href="#">View Document</a> |

| <b>University with Potential for Excellence</b>  |    |
|--|----|
| Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC? | No |

| <b>Location, Area and Activity of Campus</b> |   |                  |                             |                                 |  |                              |  |
|--|---|------------------|-----------------------------|---------------------------------|--|------------------------------|--|
| <b>Campus Type</b>                           | <b>Address</b>                                | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> | <b>Programmes Offered</b>  | <b>Date of Establishment</b> | <b>Date of Recognition by UGC/MHRD</b> |
| Main campus                                  | Tezpur University P.O. Napaam, Dist. Sonitpur | Rural            | 261.47                      | 253171                          | PhD, MTech, MSc, MA, MCom, LLM, MBA, MCA, MTTM, Integrated MSc, Integrated MA, Integrated MCom, Integrated BSc BEd, BEd, B.Tech., PG Diploma |                              |  |

## 2.2 ACADEMIC INFORMATION

**Affiliated Institutions to the University**

| Type of Colleges | Permanent | Temporary | Total |
|------------------|-----------|-----------|-------|
|------------------|-----------|-----------|-------|

**Furnish the Details of Colleges of University**

| Type Of Colleges                                  | Numbers |
|---|---------|
| Constituent Colleges                              | 0       |
| Affiliated Colleges                               | 0       |
| Colleges Under 2(f)                               | 0       |
| Colleges Under 2(f) and 12B                       | 0       |
| NAAC Accredited Colleges                          | 0       |
| Colleges with Potential for Excellence(UGC)       | 0       |
| Autonomous Colleges                               | 0       |
| Colleges with Postgraduate Departments            | 0       |
| Colleges with Research Departments                | 0       |
| University Recognized Research Institutes/Centers | 0       |

| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)   | : Yes   |          |       |  |      |  |         |   |         |   |  |
|--|---|----------|-------|--|------|--|---------|---|---------|---|--|
| <table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td><a href="#">105844_6607_1_1622184244.pdf</a></td> </tr> <tr> <td>NCTE</td> <td><a href="#">105844_6607_4_1622184261.pdf</a></td> </tr> <tr> <td>DEB-UGC</td> <td><a href="#">105844_6945_21_1631516721.pdf</a></td> </tr> <tr> <td>DEB-UGC</td> <td><a href="#">105844_6945_21_1631516721.pdf</a></td> </tr> </tbody> </table> | SRA program                                   | Document | AICTE | <a href="#">105844_6607_1_1622184244.pdf</a> | NCTE | <a href="#">105844_6607_4_1622184261.pdf</a> | DEB-UGC | <a href="#">105844_6945_21_1631516721.pdf</a> | DEB-UGC | <a href="#">105844_6945_21_1631516721.pdf</a> |  |
| SRA program  | Document                                      |          |       |  |      |  |         |   |         |   |  |
| AICTE  | <a href="#">105844_6607_1_1622184244.pdf</a>  |          |       |  |      |  |         |   |         |   |  |
| NCTE   | <a href="#">105844_6607_4_1622184261.pdf</a>  |          |       |  |      |  |         |   |         |   |  |
| DEB-UGC  | <a href="#">105844_6945_21_1631516721.pdf</a> |          |       |  |      |  |         |   |         |   |  |
| DEB-UGC  | <a href="#">105844_6945_21_1631516721.pdf</a> |          |       |  |      |  |         |   |         |   |  |

**Details Of Teaching & Non-Teaching Staff Of University**

| <b>Teaching Faculty</b> |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|-------------------------|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|                         | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|                         | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned              | 54               |        |        |       | 81                         |        |        |       | 177                        |        |        |       |
| Recruited               | 29               | 7      | 0      | 36    | 57                         | 8      | 0      | 65    | 106                        | 54     | 0      | 160   |
| Yet to Recruit          | 18               |        |        |       | 16                         |        |        |       | 17                         |        |        |       |
| On Contract             | 2                | 0      | 0      | 2     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |

| <b>Non-Teaching Staff</b> |             |               |               |              |
|---------------------------|-------------|---------------|---------------|--------------|
|                           | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned                |             |               |               | 287          |
| Recruited                 | 242         | 26            | 0             | 268          |
| Yet to Recruit            |             |               |               | 19           |
| On Contract               | 0           | 0             | 0             | 0            |

| <b>Technical Staff</b> |             |               |               |              |
|------------------------|-------------|---------------|---------------|--------------|
|                        | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned             |             |               |               | 95           |
| Recruited              | 89          | 4             | 0             | 93           |
| Yet to Recruit         |             |               |               | 2            |
| On Contract            | 0           | 0             | 0             | 0            |

### Qualification Details of the Teaching Staff

| Permanent Teachers     |           |        |        |                     |        |        |                     |        |        |       |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD/DM/MCH | 1         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 1     |
| Ph.D.                  | 63        | 13     | 0      | 30                  | 6      | 0      | 80                  | 42     | 0      | 234   |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 2                   | 4      | 0      | 6     |
| PG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 14                  | 6      | 0      | 20    |
| UG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

| Temporary Teachers     |           |        |        |                     |        |        |                     |        |        |       |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD/DM/MCH | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                  | 2         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 2     |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| UG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

| Part Time Teachers     |           |        |        |                     |        |        |                     |        |        |       |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD/DM/MCH | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                  | 0         | 0      | 0      | 0                   | 0      | 0      | 12                  | 13     | 0      | 25    |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 1                   | 2      | 0      | 3     |
| PG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 14                  | 9      | 0      | 23    |
| UG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

#### Distinguished Academicians Appointed As

|                    | Male | Female | Others | Total |
|--------------------|------|--------|--------|-------|
| Emeritus Professor | 0    | 0      | 0      | 0     |
| Adjunct Professor  | 17   | 2      | 0      | 19    |
| Visiting Professor | 8    | 0      | 0      | 8     |

#### Chairs Instituted by the University



| <b>Sl.No</b> | <b>Name of the Department</b>            | <b>Name of the Chair</b>                       | <b>Name of the Sponsor Organisation/Agency</b>            |
|--------------|--|--|---|
| 1            | School of Humanities and Social Sciences | Dr. Ambedkar Chair                             | Ministry of Social Justice and Empowerment Govt. of India |
| 2            | Center for Assamese Studies              | Srimanta Sankardeva Chair                      | University Grant Commission                               |
| 3            | Across the Departments                   | Bharat Ratna Lokapriya Gopinath Bordoloi Chair | Jointly by Tezpur University and Gopinath Bordoloi Trust  |
| 4            | IPR Cell                                 | IPR Cell                                       | Ministry of Commerce and Industry Govt. of India          |
| 5            | IPR Cell                                 | IPR Chair                                      | Ministry of Human Resource Development Govt. of India     |
| 6            | Department of Chemical Sciences          | Industry Chair                                 | Vinati Organics Ltd. Mumbai                               |

**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**

| Programme   |        | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|--------|--|----------------------------|--------------|------------------|-------|
| UG  | Male   | 703  | 263                        | 0            | 4                | 970   |
|   | Female | 311  | 31                         | 0            | 0                | 342   |
|   | Others | 0  | 0                          | 0            | 0                | 0     |
| PG  | Male   | 786  | 130                        | 0            | 2                | 918   |
|   | Female | 1153                                       | 128                        | 0            | 1                | 1282  |
|   | Others | 0  | 0                          | 0            | 0                | 0     |
| PG Diploma recognised by statutory authority including university | Male   | 1  | 1                          | 0            | 0                | 2     |
|   | Female | 11   | 0                          | 0            | 0                | 11    |
|   | Others | 0  | 0                          | 0            | 0                | 0     |
| Doctoral (Ph.D)   | Male   | 317  | 114                        | 0            | 3                | 434   |
|   | Female | 377  | 100                        | 0            | 3                | 480   |
|   | Others | 0  | 0                          | 0            | 0                | 0     |
| Certificate / Awareness   | Male   | 9  | 1                          | 0            | 0                | 10    |
|   | Female | 18   | 0                          | 0            | 0                | 18    |
|   | Others | 0  | 0                          | 0            | 0                | 0     |

|   |     |
|---|-----|
| <b>Does the University offer any Integrated Programmes?</b> | Yes |
| <b>Total Number of Integrated Programme</b>                 | 9   |

| Integrated Programme | From the State where university is located | From other States of India | NRI students | Foreign Students | Total |
|----------------------|--|----------------------------|--------------|------------------|-------|
| Male                 | 241  | 8                          | 0            | 0                | 249   |
| Female               | 228  | 29                         | 0            | 0                | 257   |
| Others               | 0  | 0                          | 0            | 0                | 0     |

**Details of UGC Human Resource Development Centre, If applicable**

|  |            |
|--|------------|
| Year of Establishment                                  | 28-01-2016 |
| Number of UGC Orientation Programmes                   | 5          |
| Number of UGC Refresher Course                         | 5          |
| Number of University's own Programmes                  | 63         |
| Total Number of Programmes Conducted (last five years) | 73         |

**Accreditation Details**

| Cycle Info | Accreditation | Grade | CGPA | Upload Peer Team Report      |
|------------|---------------|-------|------|------------------------------|
| Cycle 1    | Accreditation | B+    | 76.8 | <a href="#">PTR_2005.pdf</a> |
| Cycle 2    | Accreditation | B     | 2.76 | <a href="#">PTR_2010.pdf</a> |
| Cycle 3    | Accreditation | A     | 3.25 | <a href="#">PTR_2016.pdf</a> |

**2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

| <b>Department Name</b>                          | <b>Upload Report</b>          |
|---|-------------------------------|
| Assamese  | <a href="#">View Document</a> |
| Business Administration                         | <a href="#">View Document</a> |
| Center For Inclusive Development                | <a href="#">View Document</a> |
| Centre For Distance And Online Education        | <a href="#">View Document</a> |
| Chandraprabha Saikiani Center For Women Studies | <a href="#">View Document</a> |
| Chemical Sciences                               | <a href="#">View Document</a> |
| Civil Engineering                               | <a href="#">View Document</a> |
| Commerce  | <a href="#">View Document</a> |
| Computer Science And Engineering                | <a href="#">View Document</a> |
| Cultural Studies                                | <a href="#">View Document</a> |
| Education                                       | <a href="#">View Document</a> |
| Electrical Engineering                          | <a href="#">View Document</a> |
| Electronics And Communication Engineering       | <a href="#">View Document</a> |
| Energy  | <a href="#">View Document</a> |
| English   | <a href="#">View Document</a> |
| Environmental Science                           | <a href="#">View Document</a> |
| Food Engineering And Technology                 | <a href="#">View Document</a> |
| Hindi   | <a href="#">View Document</a> |
| Law   | <a href="#">View Document</a> |
| Mass Communication And Journalism               | <a href="#">View Document</a> |
| Mathematical Sciences                           | <a href="#">View Document</a> |
| Mechanical Engineering                          | <a href="#">View Document</a> |
| Molecular Biology And Biotechnology             | <a href="#">View Document</a> |
| Physics   | <a href="#">View Document</a> |
| Social Work                                     | <a href="#">View Document</a> |
| Sociology                                       | <a href="#">View Document</a> |

### **Institutional preparedness for NEP**

## 1. Multidisciplinary/interdisciplinary:

The University has constituted a high-powered committee with the Vice Chancellor as Chairperson and Pro Vice Chancellor, All Deans, Controller of Examinations, Director IQAC as members and Registrar as Convener of the committee. The committee discussed implementation of NEP in several rounds of its meeting and planned to introduce 4-year Multidisciplinary Undergraduate programme from the 2022-23 academic session with multiple entry and multiple exit provisions. In this regard, the school of Sciences has constituted a committee to examine and design the course curriculum of Integrated M.Sc programmes with lateral entry and lateral exit provisions as envisaged in the NEP 2020. The University will follow UGC guidelines on multiple entry and exit provisions in 4-year UG programme and later PG programme as well. In the UG programme, certificate, diploma, degree will be awarded according to the credits prescribed in the guidelines after 1 year and 2 years respectively. Bachelor's honours degree will be after 4 years either through research/or course work. Skill component to be incorporated with the general education will be decided by a duly constituted committee for each of the UG programmes Tezpur University has been offering courses of multidisciplinary nature such as M. A. in Cultural Studies, M. Tech. in Energy, M. Sc. in Environment Science, Polymer Science, Molecular Biology and Biotechnology, Nano science and Technology, M. Tech. in Bioelectronics, M. Tech. in Computational Seismology, MA in Mass Communication and Journalism, MA in Communication for Development, MA in Social Work, MBA and MTTM, PG Diploma in Child Rights & Governance, PG Diploma in Women Studies etc. Many other programmes have outreach and extension activities which facilitate community engagement, environmental awareness and human values etc. To catalyse multidisciplinary research, the Centre for Multidisciplinary Research (CMDR) has been established in 2021 in the University to provide a platform to address societal problems with focus in research areas relevant to 21st century, (viz. big data analytics, AI, disease biology and human health, food processing, nutrition, clean energy, and climate change etc. There are about 30 faculty members with diverse disciplinary background belonging to different Schools of

Engineering, Sciences, Management Sciences and Humanities at CMDR. Faculty members from school of Engineering and Science associated with this centre are addressing research problems such as Big Data Analytics, machine learning, human health with emphasis on Cancer, DNA/RNA dynamics at molecular level, Protein-protein interaction, Drug discovery etc. Faculty members from Humanities and Business Administration are focusing on addressing sociocultural problems. In the year 2021, fourteen PhD scholars with diverse academic backgrounds and industrial experience have taken admission in the Centre. Some of the research topics undertaken are: Diet, yoga and attitude with regards to vata, pitta and kapha; food, stress and DNA damage; history of Assamese scripts; social impact of arsenic and fluoride removal methods developed by Tezpur University, traditional approach for treating COVID-19 and other diseases, impact of logic and emotions on neuronal plasticity; Kaitheli mathematics and religion and modernity.

## 2. Academic bank of credits (ABC):

a. Academic Bank of Credit is one of the important components of the NEP-2020 to be implemented by the Academic Institutions. University has decided to start 4 year UG programme with multiple entry provisions from Academic Year 2022-23. For its effective implementation, University decided to register for Academic Bank of Credit. b. The University has registered for the ABC through the Digi locker NAD portal and uploaded 1132 nos. of certificates on the NAD-Digi locker. This facility is critical in view of University's Plan of starting 4 year UG programme with multiple entry-exit options. c. The University has been making every effort for internationalization of education and credit transfer prior to notification of NEP 2020. As per the MoU signed between Tezpur University and Avans University, Netherland, students of MBA programme were sent to Avans University for pursuing their second semester over there in the year 2017, 2018 and 2019 and the credit earned by them have been transferred to this university. Credits of the course work earned by the PhD students in other Universities/Institutions such as JNU, NEHU, NIT Silchar, Dibrugarh University, IUCAA, IIT Bombay etc., who joined this University later, have also been transferred and the students have been exempted

|                       |  |
|-----------------------|--|
|                       | <p>from pursuing course work in the University. A group of seven PhD students was sent to Queens University Belfast, UK in 2019 and another group of seven students to the same University in 2021 (the second group was to go in the year 2020 but delayed due to covid-19 pandemic) for pursuing PhD research, with full sponsorship for three years, under the joint Supervisorship of the Queens University and Tezpur University. The University has also signed MOUs with many foreign Universities for academic collaboration. Some of the foreign Universities/ Institutions are: 1. KTH Royal Institute of Technology, Sweden 2. University of Auckland, New Zealand 3. Vietnam Military Medical University, Vietnam 4. Management and Science University, Malaysia 5. University of Malaya, Malaysia d. Departmental Advisory Committee of the concerned Department discusses revision or development of new curriculum, and the committee assigns selected faculty members for revising or preparing new curriculum. The concerned faculty members design the curriculum based on the feedback received from various stakeholders incorporating the Programme outcome/course outcome, a list of 3-4 textbooks and reference books, and then send it to the subject experts of another University/ Institution for their suggestions. The concerned faculty members incorporate the necessary corrections/ modifications as suggested by the experts and placed before the Board of Studies of the Department for scrutiny and recommendation to School Board. The School Board recommends the course curriculum for placing to the Academic Council for approval. e. The University has already introduced the provision of Lateral Entry in B.Tech programme, Lateral Exit in Integrated MA / M.Com/ M.Sc programme and credit transfer system, all these existing provisions may be considered as good practices pertaining to the Implementation of ABC.</p> |
| 3. Skill development: | 3.(a) 1. The University has offered vocational and skill-based programmes under various schemes of the UGC. 2. With the approval of a new department of Vocational Studies and Skill Development, actions will be initiated to formulate the framework for integrating the vocational education with formal education as per the mandates of NEP2020. 3. Also, it will offer courses on soft skills of students in   |

alignment with National Skills Qualifications Framework (NSQF). (b) Vocational courses offered at the University: 1. B Voc. in Food Processing: Till July 2021, 57 students have graduated with B Voc. degree in Food Processing. Besides fulfilling the academic requirements of the University, the students had to clear the assessment from Food Industries Capacity and Skill Initiative (FICSI) for four QPs. The QPs are: Plant Biscuit Production Specialist (QP No. - FIC/Q5003) at Level-4; Plant Baker (QP No. - FIC/Q5001) at Level-5; Food Regulatory Affairs Manager (QP No. - FIC/Q9002) at Level-6 and Production Manager (QP No. - FIC/Q9003) Level-7. 2. B Voc. in Renewable Energy Management: Till July 2021, number of students graduated is 30. The courses were designed based on the industrial needs in the renewable energy sector, and degrees were awarded based on the University level assessments. 3. Diploma in Para-legal Practices: Till July 2021, number of students awarded the diploma is 32. The courses were designed based on the felt needs in the para-legal system. Certificates were awarded based on University level assessment (c) 1. The University is offering few mandatory non-credit courses that help to create awareness among students about Indian constitution and social responsibilities. 2. The Centre for Multi-Disciplinary Research (CMDR) is facilitating research in areas involving integration of value components to research in various disciplines. 3. The Yoga Centre at the campus offers as the course an add-on course “Yoga for positive Health”. The University has proposed to expand the activities of the centre to offer course like ‘Post Graduate Diploma in Yoga’ and ‘Post Graduate Diploma in Fitness Management’. (d) 1. The University has association with the NSDC, and NSDC recognized SSCs for offering education in vocational streams. 2. The University has engaged services of industry persons to provide skill-training in vocations. 3. Newly constituted Department on Vocational Studies and Skill development to design a credit structure to ensure that all students take at least one vocational course before graduating (e) 1. University’s recognition to Vocational degrees as equivalent to degrees in the formal sector: One B Voc student in Food Processing Ms. Pratiksha Sarmah, (Roll No BVF 17001) was adjudged as the University’s Best Graduate for the year 2020. 2. University admits B



|   |   |
|---|---|
|   | <p>Voc students to join formal stream of education. Based on performance at qualifying exams, B Voc graduates are admitted to the programs like MBA, MA in MCJ, MSc in Environmental Science etc. 3. The University offers need based skill education to youths of the region. One MOU is signed with the Arunachal Pradesh State Council for Science and Technology to this effect.</p>  |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian language, culture) into the curriculum using both offline and online courses The University has a Department of Cultural Studies which works with the stated objective of teaching students to learn about, integrate and apply the knowledge of traditional knowledge to real-life situations. Further, the Department organizes workshops to train students and document the live processes of the making of traditional crafts. In addition, the Department has worked towards the revitalization of cultural resources such as folk songs for communicating positive messages in society. b) What are the institution's plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? The faculties and staff of the University are trained from time to time in Hindi. In addition, many of the faculties are well-versed with the local vernacular, Assamese and are confident about being able to teach bilingually. c) Provide the details of the degree courses* taught in Indian languages and bilingually in the institution: i. Different graduate and post-graduate courses under the departments of Hindi, Assamese and Cultural Studies d) Describe the efforts of the institution to preserve and promote the following: i. The Centre for Endangered Languages, Tezpur University was established in 2014 with the aim of conducting extensive research on the lesser known and endangered languages of Northeast India and to revitalize them with institutional intervention. ii. Apart from other steps, the Department of Cultural Studies set up a Manuscript Conservation Centre in 2018-2020 with support from the National Mission for Manuscripts, Ministry of Culture and to be at the forefront of a conservation drive of some rare forms of tangible heritage related to the neo-Vaishnavite Movement of Assam. iii. Students are taught about the importance of Indian cultural heritage with</p> |

specific reference to traditional art forms as well as folk and tribal art forms of India, iv. The Department of Cultural Studies select tangible specimens pertaining to traditional craftsmanship are preserved and displayed. e) Good practices pertaining to the appropriate integration of Indian Knowledge System in view of NEP 2020 i. The Department of Cultural Studies of Tezpur University developed a collaborative model to work with UNICEF in order to train adolescents from different ethnic communities of Assam to use their folk resources for community messaging against social maladies. The model is now being implemented in all government schools of Assam by Samagra Shiksha, Assam. ii. The Cultural Interpretation Centre of the Department of Cultural Studies, Tezpur University developed under the aegis of the UGC's Centre with Potential for Excellence in Particular Areas houses rare forms of cultural specimens from the world of traditional craft and culture. iii. Raising awareness about the possibility of integrating traditional Indian knowledge systems like bamboo-craft or indigenous textile or dance forms in our contemporary life practices as part of the MA in Cultural Studies programme.

5. Focus on Outcome based education (OBE):

(a) 1. The initiative to transform the curriculum towards OBE started with the preparation of NBA accreditation for the programmes under the School of Engineering. The University has 04 NBA accredited B.Tech programmes, as per the Washington Accord framework in the year 2016. The Twelve Graduate Attributes remain pivotal in developing the OBE based curriculum. Efforts were made to conform to the NBA guidelines while defining the programme outcomes (POs). PEOs were defined considering the vision and mission of the University, and stakeholder inputs. The programme specification by professional associations/bodies were also consulted. The Departments have developed COs for the courses under various programmes and were mapped to POs, and PSOs of the programmes. For individual level computation of attainment, regular in-house workshops are conducted for faculty and supported with excel implementation. 2. Besides the School of Engineering, the University has three more Schools viz., School of Sciences, School of Management Sciences, and School of Humanities and Social

Sciences. With the introduction of the LOCF framework by the UGC, actions were taken to transform the curriculum towards OBE. The LOCF document and the programme specification were considered for defining the POs. The Departments have developed COs for the courses under various programmes and were mapped to POs, and PSOs of the programmes. For individual level computation of attainment, regular in-house workshops are conducted for faculty. (b) 1. The University is undertaking measures to support the implementation of the OBE. It is being practiced in a phased manner. i. As per the set-up procedure, the implementation at the faculty level starts with the specification of the lesson plan. Lesson plans defines unit wise engagements as per weightage for evaluation and assessment. The units have been mapped to COs. ii. While setting the question paper, care is taken to ensure unit wise coverage as per weightage and specification of COs and Bloom Taxonomy levels. Questions papers are subjected to moderation for verification of the above. iii. Besides evaluation of students' performance, the marks awarded against various questions are tabulated against the COs for further analysis and establishment of CO/PO attainment. (c) Few of the good practices in regard to OBE implementation include 1. The IQAC organizes training programs and workshops on implementation of OBE at the University i. Two-day Workshop on Outcomes (CO/PO/PSO) based Curriculum 18-19 June, 2018 ii. PO-PSO-LO interaction on curriculum development, 12th October, 2018 iii. In-house school-wise workshop on CO/PO attainment, 21-24 December, 2021. 2. The Teaching Learning Centre, Tezpur University, has conducted interdisciplinary refresher course on curriculum and pedagogy: i. 07-06-2021 to 21-06-2021 ii. 06-12-2021 to 20-12-2021 3. The University has coordinated number of course from IIT Bombay, for the benefit of faculty of the University and nearby Institutions, aimed at OBE implementation. 4. The University deputed faculty to undergo training in OBE and NBA accreditation. i. Six faculty have attended the one-week online FDP on "Outcome based education and NBA accreditation Process" held during 23-27 November, 2020.

6. Distance education/online education:

a) Centre for Distance & Online Education- Tezpur

University currently offers 6 programmes viz., M A in Mass Communication and Journalism, MA in Sociology, MA in English, Diploma in Human Resource Management, Diploma in Environmental & Disaster Management, Diploma in Child Rights and Governance. Some of the thrust areas where the CDOE, Tezpur University, can offer vocational courses may include the following: 1) Jute and Fibre Technology (Jute and Fiber technology has a huge scope for advancement of product development, product handling and storage, discovery of new composites, etc.) 2) Silk Weaving (It would open up opportunities for developing entrepreneurship and small-scale trades apart from creating job opportunities for the youths.) 3) Tourism Studies (Large scale untapped tourism opportunities across Assam and North East India can be explored more effectively with formal set of skill based education) 4) Organic Farming (A high demand for organic fruits and vegetables prevails across the globe today. A mastery over skills related to modern and scientifically blended farming techniques can provide livelihood to thousands of young unemployed youths) b) Technology integration ideally should guide, expand and enhance objectives of learning. Curriculum integration with technology can take place only when technology as a tool is used to enhance learning in the content area. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. In line with the global shift towards use of technological tools for enhancing the Teaching-Learning process, various tools are presently used for imparting education in the ODL mode: 1) Collaborative tools like Google Forms/Google Docs are used for information sharing and collection. 2) Use of social media to engage students: Use of online platforms like YouTube and Zoom/Google Meet to conduct classes and presentations. 3) Use of digital platform for delivery of home-based assignments for students. 4) Provision of delivery of specialized knowledge-based classes on important topics through social media and other related platforms. Use of Blended Learning: Blended learning mode provides ultimate flexibility in many aspects and is a lot more effective than conventional mode of learning. Some

of the key areas where Tezpur University has been constantly making efforts towards blended learning include: 1) Increased student engagement in teaching-learning process, by integrating curriculum with technology. 2) Enhancing the teacher and student interaction. 3) Improved student learning outcomes 4) Collection of student feedback and related information for rapidly analyze, review and improvise on stressed areas. c) 1) Allowing students to learn at their own pace 2) Giving learning autonomy to students by use of e-learning materials/resources 3) Provision of home assignments for all students in order to support them in dedicating self-study hours towards completion of programme requirement. 4) Conduct of Viva Voce Examinations for all research-based courses.

MAAC

## Extended Profile

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### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 47                                      | 46      | 48                            | 49      | 48      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

##### Number of departments offering academic programmes

Response: 25

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 4444                                    | 4109    | 3959                          | 3910    | 3687    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

##### Number of outgoing / final year students year-wise during last five years

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1078                                    | 1092    | 1110                          | 1028    | 937     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**2.3****Number of students appeared in the University examination year-wise during the last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 3382                                    | 3199    | 3199                          | 3169    | 2988    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**2.4****Number of revaluation applications year-wise during the last 5 years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 4       | 2       | 4       | 2       |

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1650                                    | 1605    | 1421                          | 1353    | 1283    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**3.2****Number of full time teachers year-wise during the last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 261                                     | 267     | 246                           | 252     | 247     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**3.3**

**Number of sanctioned posts year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 312                                     | 312     | 312                           | 283     | 283     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 22228                                   | 23907   | 28889                         | 27733   | 26667   |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**4.2****Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1028                                    | 980     | 813                           | 770     | 736     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**4.3****Total number of classrooms and seminar halls****Response: 179****4.4****Total number of computers in the campus for academic purpose****Response: 800**



## 4.5

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5738.14 | 4161.15 | 4341.27 | 5684.83 | 3340.63 |

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

- Over the years, the university has strived to develop outcome-based curricula for all its programmes offered by it through the departments under its four schools, with clearly identified Programme Outcomes (POs) and Course Outcomes (COs). Regular revision allows the courses being updated to the requirement as and when required.
- The entire exercise of updation/revision of the curricula goes through the process of scrutiny by the relevant bodies viz., DAC/BOS/School Board/ Academic Council. The outcomes have been concisely incorporated in the curriculum. These are displayed in the university website for visibility to various stakeholders.
- Tezpur University has the Choice Based Credit System (CBCS) in place for greater academic flexibility and enhanced employability of the students keeping with their professional and individual goals.
- Wide variety of open elective courses across schools are offered aimed towards holistic developments of students as well as for personal and professional enhancement. Courses relevant to bio-entrepreneurship, human rights, environment, green chemistry, project management, foreign as well as local languages, basic mathematical, analytical or computational techniques, energy environment interaction, to mention a few are available for overall and professional development of the students.
- Projects field works and internships, are incorporated in the curriculum to familiarise the students with research tools and techniques, societal problems and real-world working environments depending on the nature of the academic programmes.
- The inter-disciplinary approach allows holistic understanding of the developmental imperatives through the lens of scientific, technological, societal and environmental dimensions in the larger local, regional, national and global contexts.
- The outcomes have been designed with a view to develop responsiveness towards nation building.
- Customised Executive Development Programme in Chinese language for the security forces, offered by the university over the years, is a contribution to national security needs.
- The University is also offering executive development programme in Child Rights & Governance and MBA (Executive).

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Upload Additional information   | <a href="#">View Document</a> |
| Link for Additional information | <a href="#">View Document</a> |

**1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.****Response:** 49.35**1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 38

**1.1.2.2 Number of all Programmes offered by the institution during the last five years.**

Response: 77

| File Description                                       | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting       | <a href="#">View Document</a> |
| Institutional data in prescribed format                | <a href="#">View Document</a> |
| Details of Programme syllabus revision in last 5 years | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |
| Link for additional information                        | <a href="#">View Document</a> |

**1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years****Response:** 41.9**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 752     | 711     | 627     | 522     | 474     |

| File Description   | Document                      |
|--|-------------------------------|
| Programme/ Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

**Response:** 15.11

**1.2.1.1 How many new courses were introduced within the last five years.**

**Response:** 383

**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.**

**Response:** 2534

| File Description                                 | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting | <a href="#">View Document</a> |
| Institutional data in prescribed format          | <a href="#">View Document</a> |
| Any additional information                       | <a href="#">View Document</a> |

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**

**Response:** 100

**1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.**

**Response:** 47

| File Description                                  | Document                      |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format           | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**

**Response:**

- Tezpur University seeks to inculcate amongst its students human and social values, professional competence with ethics, consciousness for sustainable development and protection of environment as well as for disaster management.
- Many courses offered by various departments are designed towards achieving the above objectives.
- The two-year M.Sc. in Environment Sciences programme in the Department of Environmental Science offers comprehensive coverage of environmental protection, conservation, management, sustainability in local, regional and global context.
- Course on Environmental Studies is mandatory for its UG programmes. Disaster Management is mandatory for most UG level integrated master's programmes, whereas for all PG courses it is offered as an open elective. Several courses in many programmes have also been offered to acquaint students with environment protection and sustainable developmental issues.
- Chandraprabha Saikiani Centre for Women Studies offers a PG diploma in Women's Studies and also offers open elective courses covering various gender sensitive issues. In addition, the Department of English also offers an elective paper on gender.
- Courses in the departments of Social Work, Sociology, and Cultural Studies seek to address issues of gender, values, ethics, cultural ethos across heterogenous societal fabric which help the students broaden their perspectives on related dimensions of plurality and diversity across the society. Anglophone literature of Northeast India as well as translated works from the region are important components of other electives offered by the Department of English that address diversity issues, as do the programs on endangered languages of the Northeast region offered by the linguistic faculty. The Curriculum of the Department of Law also focusses on Customary Law, both national and international that address issues such as gender, environment and sustainability and human values.
- The Department of Education provides a wide spectrum of courses related to Gender, Environment Sustainability, Human Values and Professional ethics.
- The Intellectual Property Cell of the university offers open elective courses covering professional ethics and intellectual property rights.

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | <a href="#">View Document</a> |

### 1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

**Response:** 21

#### 1.3.2.1 How many new value-added courses are added within the last five years.

**Response:** 21

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format                        | <a href="#">View Document</a> |
| Brochure or any other document relating to value added courses | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 47.13

#### 1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1727    | 1665    | 1826    | 2226    | 1962    |

### 1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

**Response:** 30.6

#### 1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 1360

| File Description  | Document                      |
|---|-------------------------------|
| List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template) | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 1.4 Feedback System

### 1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

**Response:** A. All 4 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| URL for stakeholder feedback report   | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View Document</a> |

#### **1.4.2 Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| URL for feedback report                 | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 15.66

##### 2.1.1.1 Number of seats available year wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1939    | 1758    | 1616    | 1568    | 1507    |

#### File Description

#### Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

**Response:** 82.29

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 863     | 794     | 637     | 648     | 618     |

#### File Description

#### Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

### 2.2 Catering to Student Diversity

#### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners



**Response:**

The University has been following the choice-based credit system with L-T-P course structure of teaching since its establishment. Mostly, the T (Tutorial) component is used to deal with small groups of UG students who seek special attention. Slow learners have benefitted from this.

The Centre for Inclusive Development (CID) has been conducting remedial classes for SC/ST/OBC(NCL) and minority students under a UGC scheme. The students are enrolled as per recommendation of the Departmental coordinators.

The University conducts remedial classes for slow learners. The faculty members assess continuously the level of learning abilities of students at various levels (e.g, initial, intermediate level, and towards the end of the course) and take up special classes in case felt necessary. Initial assessment is made mostly for the courses where some prerequisite is necessary, and the needy students are offered special session or training to come up to the level of the rest of the class.

The University has been following the practice of uploading videos of live recorded lectures, laboratory simulations and reference materials for registered students to make the learning process more effective. Slow learners have been found to benefit from this practice.

B. Tech students compulsorily go through a three-week long Induction programme as per AICTE guidelines. This process helps in identifying and redressing the weakness of each student. Weak students are compulsorily put through additional learning processes. Additional assignments are given to the slow learners to strengthen the remedial measures.

Slow learners who fail to acquire a minimum SGPA in a semester are put on Academic Probation as per Academic Regulations of the University. Such students are counselled by mentors/Academic Probation Committee accordingly about the optimum workload of courses in the semesters that follow with a view for them to perform better.

The University has been conducting Special Summer Courses since 2019 for the final year students who fail or could not complete the courses successfully, so that they can complete minimum credits of a programme within the stipulated period. This is done to make sure that such students undergo special classes without any distractions (from other regular classes in the semesters). Students are assessed at the end of the Summer term. This provision helps the students in saving a year, if successful in the assessment, and to graduate almost at the same time along with their batch mates. The course instructors involved in summer term are suitably incentivised.

The University also has a provision for awarding “X” grade in courses involving major project/dissertation works to the students who cannot complete the work within the stipulated period. They are allowed extra time for successful completion of the same. This is a step that helps slow performers. Advanced Learners are encouraged to get exposure to latest development in their respective disciplines through participation in seminars and workshops. They are also recommended case studies for gaining an insight into how theoretical domain knowledge and principles are applied to real life problem situations.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload Any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 17.03

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

**Response:**

- Student centric pedagogical methods have been adopted by all the departments to enhance learning experiences of the students.
- The University encourages experiential learning among students through hands on lab experiments, internships, field excursions, extension and outreach activities enabling engagement with communities to understand their issues and design appropriate intervention strategies. Other live immersive activities like audio-video performances, public presentations, case studies etc. depending on the nature of the course are also used as a tool by some departments for experiential learning.
- Classes are held in open interactive mode, with encouragement to students to engage in active discussions which helps to enhance the learning experience
- Some teachers adopt methods of implementing hybrid mode of teaching with the use of different parallel online platform for content delivery and discussion in an extended mode.
- Students are familiarised in problem-solving approaches through assignments and tutorials to address real life issues/problems by applying their knowledges
- Highly involved participative teaching-learning practices are followed which include participation in seminars, presentations, group discussions, interactive quizzes, projects, assignments, internships as part of different programmes.
- Field visits are undertaken as a part of curriculum for some of the programmes for an enhanced and involved learning process.
- Lectures by renowned experts and professionals, workshops and National/International seminars are routinely held to augment students' knowledge and keep them abreast of latest advancements in their respective disciplines.
- Regular yearly lectures on Nobel Prizes are organised and followed up with summary writing competition to encourage students for active participation in order to learn about the significant advances in concerned disciplines.
- Use of smart classrooms by most departments with audio-visual supplements enhance the learning experience of students.

- Students engaged in scientific experiments also have the access to the Sophisticated Analytical Instrumentation Centre (SAIC) through a user-friendly interface for hands-on training.
- The library is well-stocked and kept open for long hours which assists the students in their learning experience.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

The University has provided each teacher with a PC with Internet facility. The classrooms also have internet points, and many classrooms also have PCs and multimedia projectors. In addition, the University has set up a number of smart classrooms across the Schools and plans are afoot to have more smart classrooms. Teachers use these facilities for lectures and content delivery. Software such as MS PowerPoint is used to prepare presentations for the lecture topics of a course. The smart classrooms also allow seamless recording of the whiteboard contents as they are created during a class. Moreover, the teachers also refer to high quality learning materials relevant to a course available in the public domain. It needs to be mentioned that although for some courses teachers have found the traditional chalk-and-blackboard more effective but most of them use a judicious mix of digital and traditional methods.

The University has obtained Google G-Suite for use in conducting the online classes. This provides useful additional features with the Google Classroom software, such as unlimited storage space in the cloud, convenient initiation of Google Meet for online classes and recording of the sessions. The University has provided Google-ids to all teachers and students for accessing G-Suite. Through Google Classroom tasks of a class such as assignments, tests, sharing of study materials, group and individual communication are conveniently managed. Some teachers also use Moodle to conduct classes and assessments. The use of these methods has greatly increased during the Covid-19 pandemic when most classes and evaluations have to be conducted online. To ensure effective teaching-learning during the pandemic period, the University has provided each teacher with high quality webcam-mic-headphone, and a graphics tablet. While the webcam-mic-headphones are used for online classes via video-conferencing, the graphics tablets are used with suitable software to emulate the whiteboard during an online class. The feature of recording of the online class sessions through Google Meet and sharing these and other course materials through cloud have made asynchronous access to these possible, thus helping students overcome difficulties faced due to transient network issues that sometimes occur during classes.

Use of ICT methods have been very handy for students doing projects, as online interactions with supervisors as well as online presentations to examiners' panels are almost as effective as physical interactions and presentations.

For most of the courses, there are WhatsApp groups comprising the students taking a course and the course instructors. This makes group communication very convenient at any time of the day, irrespective of the physical locations of the members.

ICT methods have been used for evaluation of the students during the pandemic period. This has enabled almost timely completion of the semesters. Examinations have been conducted online with due care to prevent use of unfair means.

University has a 1-Gbps fibre optics network connectivity through NKN project of GoI. All academic and administrative offices are connected through LAN. Students' hostels, central library and academic buildings are covered with WiFi connectivity through WiFi campus Project of MHRD. All B-type and C-type residential quarters are provided WiFi facility with one dedicated access point installed in each apartment.

| File Description   | Document                      |
|--|-------------------------------|
| Provide link for webpage describing the " LMS/ Academic management system" | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 17.57

#### 2.3.3.1 Number of mentors

Response: 253

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 84.88

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI  | <a href="#">View Document</a> |
| Any additional information                                    | <a href="#">View Document</a> |

**2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years**

**Response:** 91.08

**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 246     | 247     | 227     | 224     | 216     |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response:** 11.26

**2.4.3.1 Total experience of full-time teachers**

Response: 2940

| File Description   | Document                      |
|--|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

**Response:** 22

**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 15      | 8       | 12      | 10      | 11      |

| File Description                                 | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format          | <a href="#">View Document</a> |
| e-copies of award letters (scanned or soft copy) | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

**Response:** 22.51

#### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 26      | 16.67   | 25.12   | 23.88   | 20.86   |

| File Description  | Document                      |
|---|-------------------------------|
| List of Programmes and date of last semester and date of declaration of results | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0.09

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2       | 4       | 2       | 4       | 2       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of complaints and total number of students appeared year wise | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### **2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**

#### **Response:**

All the data related to the students and their academic performance and progress are maintained in computerised databases. The Controller of Examinations is the custodian of this information. Upon commencement of a semester the enrolment of students in different courses is recorded in a centralised database. During the semester, the performance of the students in a course observed by the course instructor through continuous internal assessment is recorded using software such as MS Excel, and more recently, Google Classroom. The course instructor consolidates the continuous assessment and the end-semester assessment at the end of the semester and the students are awarded grades using relative grading. These final grades are updated in the centralised system. The fulfilment of the course and credit requirement of each student is thus smoothly tracked for deciding the completion of the academic programme.

The computerised examination system of the University was implemented in its early years. Over the years features and functionalities of the system have been enhanced. Earlier the grades submitted by the course instructors were entered into the system centrally in the office of the Controller of examinations. Then this exercise was decentralised and departmental offices were entrusted with this. The present software allows the course instructors to directly enter the grades to the system. A student can see his/her overall course completion status in the form of “running transcript”. Upon completion of the programme, the final transcript, the provisional degree and the final degree (awarded in the convocation) are printed by the system.

IT integration and reforms in the examination procedures and processes have helped in adopting progressive philosophies of continuous comprehensive evaluation, total internal evaluation, and relative grading. This, in turn, has ensured transparency and reliability of the assessments and grades. There has hardly been any case of assessment related grievance of students. Moreover, easy tracking of course backlog by students, their departments and the University has helped timely backlog management and smooth completion of academic requirements by the deserving students.

Extremely low number of appeals for examination related matter over the last 5 years is the reflection of a transparent, objective and fair evaluation process.



| File Description   | Document                      |
|--|-------------------------------|
| Year wise number of applications, students and revaluation cases | <a href="#">View Document</a> |
| Any additional information                                       | <a href="#">View Document</a> |
| Link for additional information                                  | <a href="#">View Document</a> |

#### 2.5.4 Status of automation of Examination division along with approved Examination Manual

**Response:** Only student registration and result processing

| File Description   | Document                      |
|--|-------------------------------|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | <a href="#">View Document</a> |
| Current Manual of examination automation system  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Annual reports of examination including the present status of automation   | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

**2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

The University has clearly stated learning outcomes for the courses and the programmes offered.

- The PO's and CO's as incorporated in the curriculum are displayed on the University website which can be accessed by students, faculty and other stakeholders.
- Copies of the syllabi of the various courses offered by a Department is available in the Departmental website for the benefit of all stakeholders.
- Course lesson plans which include course objectives, expected course outcomes are provided to the students at the beginning of the semester.

| File Description                                     | Document                      |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |



## 2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

### Response:

The University is implementing the practice of the evaluating the CO/PO/PSO attainment in a phased manner. In the School of Engineering, where the academic programs are subjected to NBA accreditation, the framework is developed conforming to the NBA guidelines of evaluating the attainments. For the non-Engineering programs, a framework is prepared based on the practice for engineering programs and considering the COs and POs/PSOs which are developed in compliance with the UGC's LOCF document. The mapping strengths of COs to POs/PSOs, in a three-point scale, is also prepared for evaluating the attainments.

The procedure involves the followings steps:

#### (A) Direct assessment for CO attainment:

1. Direct assessment is carried out based on performance of students at semester examinations and at the continuous internal evaluations. For semester examinations question papers are set considering the COs of the course, each question is attributed to at-least one of the COs. Also, care is taken to conform to the taxonomic level of questions with the action verbs used in defining the respective COs. Wherever an assigned tasks/question has correspondence to multiple COs, as in the case for assignments and other components of continuous internal evaluation, equal weightage is given to all relevant COs.
2. Based on the marks scored by students, attainment of COs is computed in absolute scales. For fulfilling the NBA requirement, for the accredited programs additionally the rubric-based evaluation in a three-point scale is used to enumerate the CO attainments. In the courses, for a given CO, all components of direct assessments within an evaluation, and across all evaluations, are combined to have a reflection of attainment of the COs.

(B) Indirect Assessment for CO Attainment: For the attainment of COs in courses like presentations, projects, internships, extra and co-curricular activities, the indirect method is used, based on rubrics. Also, courses corresponding to POs from the attitude component and skill are evaluated for the attainment of outcome in an indirect way.

(C) Assessment for PO/PSO attainment from CO attainment: The attainment of COs, in all the courses of a program is converted to the attainment of POs/PSOs based on the CO-PO/CO-PSO mapping matrix. The computation followed for this purpose effectively combines the direct and indirect methods of assessments, to obtain the attainment of all the PO/PSO in numerical sense.

The numerical attainment across a program would be utilized for the evaluation for progression in PO/PSO attainment, for taking up corrective measures if needed, or for improving the attainment target.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for Additional Information | <a href="#">View Document</a> |

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 97.5

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1051

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1078

| File Description   | Document                      |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |
| Paste link for the annual report   | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 2.98

| File Description                                   | Document                      |
|--|-------------------------------|
| Upload database of all currently enrolled students | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

##### Response:

The University provides all necessary infrastructural facilities in terms of well-equipped research labs, a rich collection of print & online journals in the library and a conducive environment to carry out and promote research activities in frontier areas of science, engineering, management, humanities and social sciences. A Sophisticated Analytical Instrumentation Centre (SAIC) housing all the major analytical instrument is available for domain specific and multidisciplinary research-pursuits of the faculty. Faculty are encouraged to apply to various external funding agencies and industry to augment the support provided by the University for their research. University has been following the practice of providing financial support for travel to faculty to defend their research proposals before the funding agencies. In addition, the University has the policy to provide seed funding or partial funding based on the merit of proposals submitted by faculty. For availing research and Innovation grant, the faculty and students are encouraged to present their proposals before the Standing Research and Innovation Committee for approval and sanction in accordance with university guidelines.

The faculty and students are given freedom to pursue the research project in fields of their choice, which could be of interdisciplinary or multidisciplinary in nature. Faculty members are also encouraged to have research collaborations within and outside India including co-supervision of PhD students and to have access to state-of-the-art research facilities.

Depending on the nature and subject of the study of the projects, they are governed by institutional ethical guidelines (as per ICMR), bio safety guidelines (as per DBT) and animal ethics guidelines (as per ICMR and CPCSEA) as may be provided in the research policy of the university.

To ensure quality research work, the university mandatorily sends the Ph. D thesis for evaluation to one foreign external examiner in addition to an examiner within the country. Further, to adhere to high ethical standards, emphasis has been given to publish the research work in journals approved by UGC now updated as CARE listed journals.

Apart from PhD research projects, research is also promoted through curriculum based undergraduate research projects and internship projects. The Research Committee (RC) takes care of various issues of research including ethical matters. University also facilitates the participation of the faculty members in seminars, conferences, workshops, etc. at national and international levels in both offline as well as online mode. University encourages researchers to travel to national and international conferences to present their research work.

Dean (Research & Development) facilitates smooth running of research schemes /projects/consultancies. The IPR Cell headed by a Chair-Professor takes care of patent filing of new inventions, which is governed by the Tezpur University IPR Policy.

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| URL of Policy document on promotion of research uploaded on website   | <a href="#">View Document</a> |

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response:** 2.38

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9.92216 | 0       | 1       | 1       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of the relevant bodies of the University  | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | <a href="#">View Document</a> |

### 3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

**Response:** 3.69

#### 3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 6       | 22      | 12      | 6       |

| File Description                              | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format       | <a href="#">View Document</a> |
| e-copies of the award letters of the teachers | <a href="#">View Document</a> |

### 3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

**Response:** 696

#### 3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 110     | 143     | 178     | 142     | 123     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

**Response:** A. 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload the list of facilities provided by the university and their year of establishment | <a href="#">View Document</a> |
| Paste link of videos and geotagged photographs   | <a href="#">View Document</a> |

**3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)****Response:** 52**3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.****Response:** 13

| <b>File Description</b>                             | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in prescribed format             | <a href="#">View Document</a> |
| e-version of departmental recognition award letters | <a href="#">View Document</a> |

**3.2 Resource Mobilization for Research****3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).****Response:** 750.46**3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 214.09  | 121.44  | 219.732 | 66.978  | 128.22  |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by non-government | <a href="#">View Document</a> |

**3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).****Response:** 8680.52**3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1159.94 | 1859.61 | 2286.83 | 1616.07 | 1758.07 |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by government | <a href="#">View Document</a> |

### 3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 6.27

#### 3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 320

#### 3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 255

| File Description                          | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency   | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Paste Link for the funding agency website | <a href="#">View Document</a> |

## 3.3 Innovation Ecosystem

### 3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

1. Tezpur University has created an ecosystem for innovation through various initiatives and their implementation through dedicated entities viz., (i) Centre of Innovation Incubation and Entrepreneurship (CIIE), (ii) IPR cell, and (iii) Technology Enabling centre.
2. CIIE was established with the objective of promoting entrepreneurship development, innovation and creative ideas, strives to identify talented youth and motivate them to implement innovations and entrepreneurial ventures.
3. To promote innovation among students, the University extends support to innovative ideas for its

- implementation. Total grants sanctioned are (i) Rs. 35,48,500.00 in 2018-19 to implement 78 innovative projects and (ii) Rs. 1,00,95,349.00 in 2020-21 to implement 203 projects by students.
4. The University students have been conferred the prestigious Gandhian Young Technological Innovation (GYTI) Awards for 3 consecutive years for 2017, 2018 and 2019 for their innovations. In the year 2021 also, one University student bagged this Award.
  5. The University has adopted the National Innovation and Start-up Policy (NISP) for implementation. As a part of implementation, the CIIE is coordinating to offer Pre-incubation facilities. Further, the University has resolved to establish a dedicated section 8 company for facilitating business incubation by students, researchers and other stakeholders. At present, the University is supporting students with mentoring services and infra-structure supports for the development of implementation of business ideas. The University is also facilitating faculty led business incubation.
  6. The University has an IPR Cell established in 2009, entrusted with supporting IP protection apart from teaching three elective courses for UG/PG/PhD students and creating awareness among students, faculty and others outside the university. An IPR Chair was approved by MHRD in 2011 for the cell. During the last 5 years the cell has contributed to generating the following milestones: Patents applied-34, Patents published-31, Granted patents-13, and designs applied-02. In February 2020 the prestigious DPIIT IPR Chair of the Ministry of Commerce and Industries was awarded to the University. The IPR cell of the University conducts “Best Innovative Idea” contest every year for the researchers and students at the University.
  7. Tezpur University has adopted the IPR Policy in 2018 joining the select group of Institutions within the country.
  8. For commercialisation of the home-grown technologies, Tezpur University has entered into an agreement with National Research Development Corporation (NRDC), Ministry of Science and Technology, GoI in the year 2018. This is expected to make the technologies developed within the Campus available to the society by way of commercialising the promising technologies. The University is working for facilitating technology commercialization through the Technology Enabling Centre which is established with the support from the DST.
  9. Tezpur University has established an Institutional Innovation Council (IIC), comprising of student coordinators and faculty mentors as faculty coordinators. The IIC is registered at the Ministry of Education’s MIC portal. The IIC encourages student led activities – idea contests, workshops, interaction with innovators and entrepreneurs, etc.
  10. Active professional clubs such as Tezpur University Robotics Society, I.E.E.E Chapter etc are conducting various activities leading to innovation and creativity among students.
  11. Tezpur University maintains a display of the innovations from students at the display venue named TUNOVATION.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 121



### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21      | 26      | 16      | 24      | 34      |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 59

#### 3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10      | 16      | 7       | 10      | 16      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e- copies of award letters              | <a href="#">View Document</a> |

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

Response: A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website | <a href="#">View Document</a> |

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards** 1. Commendation and monetary incentive at a University function  
2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

**Response:** C. 2 of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e- copies of the letters of awards      | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.4.3 Number of Patents published / awarded during the last five years.**

**Response:** 35

**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19      | 7       | 3       | 5       | 1       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.4.4 Number of Ph.D's awarded per teacher during the last five years.**

**Response:** 1.85

**3.4.4.1 How many Ph.D's are awarded within last five years.**

**Response:** 389

**3.4.4.2 Number of teachers recognized as guides during the last five years**

Response: 210

| File Description                         | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information               | <a href="#">View Document</a> |
| URL to the research page on HEI web site | <a href="#">View Document</a> |

**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

Response: 6.85

**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 344     | 349     | 342     | 362     | 346     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

Response: 1.83

**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 111     | 125     | 82      | 85      | 64      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

**Response:** A. Any 5 of the above

| File Description                                     | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format              | <a href="#">View Document</a> |
| Give links or upload document of e-content developed | <a href="#">View Document</a> |

### 3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

**Response:** 6.97

### 3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

**Response:** 43.5

## 3.5 Consultancy

**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.**

**Response:**

In order to harness the knowledge, and intellectual capital of the faculty & researcher of the university for the larger benefit of the industry, the government and the society at large, the university has instituted a consultancy policy since 2009. The policy aims to fulfil the twin objectives of incentivising the consultancy work & discharging societal responsibilities. The policy encourages the faculty to generate revenue out of the consultancy activities by permitting to share the revenue between the university and individuals. The consultancy policy document of the university covers all aspects of consultancy such as general consultancy rules, scope of consultancy offered, revenue sharing, and standard terms and conditions etc. Consultancy services are offered to industries, service sector, Government departments and

other national and international bodies. The services are offered along the lines of professional services. Consultancy Services cover variety of activities such as Feasibility Studies, Technological Assessment; Assessment of Design and Current manufacturing process, materials and their testing, synthesis of chemical compounds, energy and water management, environmental pollution, Product design and process development, Retrofitting exercises, setting up of quality control lab, and imparting of highly focused skill for specific organisation/industries. For example, Monitoring, Testing and evaluation services have been offered in selected specialized areas. viz; civil construction materials (steel, cement, bricks, water, soil, concrete cubicle) evaluation of government schemes (Nutrition and Community Action, PMMVY, Corporate Social Responsibility under Companies Act 2013 w.r.t. SDGs) etc. Various types of other consultancy services including training and capacity building of targeted groups and recruitment of personnel for State government departments are also being offered on the basis of expertise and facilities available in the University. One of the major notable consultancy assignments in the field of Food Processing & Engineering Technologies has been given to Department of Food Engineering and Technology at Tezpur University which has been identified as a Nodal Technical Institution for providing technical support to SHGs/MSMEs/Start-ups in the states of Assam, Meghalaya and Arunachal Pradesh for effective implementation of Pradhan Mantri Formalisation of Micro Food Processing Enterprises Scheme (PM FME) of Govt. of India.

| File Description   | Document                      |
|--|-------------------------------|
| Upload soft copy of the Consultancy Policy   | <a href="#">View Document</a> |
| Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy | <a href="#">View Document</a> |
| Paste URL of the consultancy policy document   | <a href="#">View Document</a> |

### 3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

**Response:** 247.13

#### 3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 82.25   | 84.42   | 8.54    | 13.56   | 58.36   |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Audited statements of accounts indicating the revenue generated through consultancy | <a href="#">View Document</a> |

### 3.6 Extension Activities

#### 3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

##### Response:

Apart from the regular academic programmes, the University has been carrying out several extension and outreach activities to sensitize students about the societal problems while discharging institutional social responsibility towards different sections of people in nearby areas as well as in other parts of the region. These activities comprise a mix of awareness, training and skill development programmes viz., Pipe fitting and wall painting by CIIE TU; Stitching and fungiculture at a Harijan colony in Tezpur by Centre for Women Studies and Ambedkar Chair; Sustainable biowaste management through vermi technology for farmers from nearby villages; Application of Biotechnology in oral health by Biotech Hub, MBBT; Technological intervention in cooking stove by Centre for Women Studies and Department of Energy; Awareness programme on child rights and child labour, food habits, nutrition, cleanliness, gender sensitization, women empowerment, computer literacy, women's menstrual hygiene, health education & work, safe drinking water, citizen's duties, sports, media literacy by Department of MCJ & CID in collaboration with UNICEF; Sanitation camps under Swatchh Bharat Abhiyan, Covid-19 related awareness, blood donation camps by NSS; Awareness and technology demonstration camps on water quality improvement, arsenic and fluoride removal, for Gaon Panchayat, Schools and Colleges, and personnel of Public Health and Departments of various districts by Department of Chemical Sciences; Workshop on use of chemical techniques for demonstration of renovation of certain historical artefacts of Assam, particularly, hengul-haital paintings; Networking of young people for social change, children's education programmes in some schools by Department of MCJ; Astronomy promotion camps in schools and colleges by Department of Physics; Workshops by TUIPR Cell on (i) Effective use of Geographical Indication and Trademark in the handloom industry and for Muga weavers and cultivators (ii) IPR for School children; Training programme on innovation and rejuvenation of teaching in higher education; Restoration and Maintenance of a historical stone inscription of 16th century in a Park near Kolia Bhomora bridge, Tezpur by Department of Business Administration; Training programme on Bakery, Food processing for small farmers/growers, and Tomato processing for local tribal farmers of Arunachal Pradesh by Department of FET/ DRL Tezpur; Awareness programme on language maintenance and revitalization for the endangered communities of Biata, Khelma, Hrangkhoh, Onaeme, Purum, Lianmai and Yimchunger by Center for Endangered Languages, Tezpur University; Yoga camps for children and adults for campus community and outsiders by Yoga Center TU. In addition, a yoga camp was also organized for international students of N.E region with support from ICCR, Guwahati in 2021. Food items were distributed by campus community to nearby villagers during COVID-19.

Faculty members and technical personnel of the University have participated as resource persons in awareness and capacity building programmes organized by other groups and institutions of the state.

As an endorsement of effectiveness of our Extension & outreach programmes, TU has been chosen by UGC as a Regional Centre for Capacity building of faculty as Master trainers for Community Based Participatory Research (CBPR) under Unnat Bharat Abhiyan (UBA), in order to promote community engagement as part of regular learning as emphasized in NEP 2020.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 4

#### 3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 1       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e-copy of the award letters             | <a href="#">View Document</a> |

### 3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 162

#### 3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 36      | 65      | 43      | 13      | 5       |

| File Description                        | Document                      |
|---|-------------------------------|
| Reports of the event organized          | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during

the last five years

**Response:** 100

**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4444    | 4109    | 3959    | 3910    | 3687    |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**Response:** 23.8

**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22      | 21      | 23      | 11      | 42      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Copies of collaboration                 | <a href="#">View Document</a> |

**3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

**Response:** 100

**3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship,**



**on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 31      | 24      | 22      | 16      | 7       |

| <b>File Description</b>                         | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in prescribed format         | <a href="#">View Document</a> |
| e-copies of the MoUs with institution/ industry | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

Tezpur University has a single campus with 261.47 acres of land housing the physical academic infrastructure consisting of adequately equipped classrooms, laboratories, seminar halls for teaching learning and research purposes.

The University has 15 multistoried Academic buildings/ group of buildings accommodating 26 Academic Departments/Centres under 4 Schools. There are 12 permanent multistoried hostels for the students. In addition, the University has arranged 2 Transit Women hostels to meet the demand of accommodation of female students on the campus. The Campus also houses a sports complex, a health centre and residential buildings.

The University is also constructing 3 new academic buildings, 1 Common Lecture complex, 2 Hostels to strengthen the infrastructure. The University has 179 designated classrooms across the academic buildings to accommodate classes for various academic programmes offered by the departments. The University has also constructed 119 laboratories distributed among the Departments as per requirement for conducting laboratory classes assigned pertaining to course curricula and to conduct research activities by faculty and scholars.

The University has 33 Seminar Halls located in such a way that in some cases these are dedicated to particular Department while some are on sharing basis as per need. To augment the teaching learning activities with the ICT enabled facilities, the University has well equipped 55 Classrooms with LCD/ MMP facilities and 177 classrooms are connected with WiFi. The number of fully equipped smart classrooms at the moment is 8. Additionally, 9 more smart classrooms are being constructed. The University has installed 4 Video centres from where video conferencing can be attended in large scale. One of these facilities has been developed in collaboration with Microsoft.

For augmenting the teaching learning process, the University has common facilities like Central Library, Sophisticated and Analytical Instrumentation Centre, Workshops, Students' Activity Centre, 26 Computer laboratories (including a Computer Centre with multiple clusters) accommodating more than 800 computers which can be accessed by the students. The University has also installed a high-performance computing facility (computing power 23 TFS and storage capacity 48TBs consisting of 3 super computers (Param Shavaks) and 1 high-end cluster that includes 1 master and 6 compute nodes. Moreover, there are 4 High Performance Computer clusters in three Departments (Energy, MBBT and Environmental Science). There are two language labs in the University. In addition, the Teaching Learning Centre established under PMMMNMTT also facilitates on-line and offline teaching and deliberations.

The University has 2 dedicated audio video recording facilities and 2 audio recording facilities available for the faculty and students.

All Academic buildings are barrier free for differently-abled persons with necessary signages, tactile paths

etc. The library has assistive technologies (screen readers, such as JAWS, NVDA, SAFA, Supernova and Window-Eyes) enabling access to learning resources for people with disabilities.

The University has programmes approved by various statutory agencies like NCTE, AICTE etc. where there are specific requirements of space for academic departments, hostels and Library, and the University has been able to meet such requirements.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### **4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**

##### **Response:**

Tezpur University has excellent sports infrastructure providing both outdoor and indoor facilities for games, yoga and physical fitness. The central outdoor facilities include a large sports ground for cricket, football, a 400-meter track and archery, 2 basketball courts, 3 volleyball courts, 2 tennis courts, and a 8-lane swimming pool. The indoor sports infrastructure includes a mini-indoor stadium having YY-Yonex synthetic badminton court with a seating capacity of 264, a well-equipped gymnasium in the Students Activity Centre and a table tennis hall. In addition, all hostels have additional facilities for badminton, table tennis, chess and carrom.

The cultural environment of the University is very vibrant and enriching. The infrastructure for cultural activities includes the 850 capacity Kalaguru Bishnu Prasad Rabha Auditorium, a Community Hall, Chandra Prabha Saikiani Bhawan, common rooms of hostels and a music practice room at the Students Activity Centre. There are around 40 different instruments procured by the University such as Guitars, Drum Set, Synthesizer, Dhol, Bor Dhol, Kobi Dhol, Madol, Doba, Pepa, Bahi, Gogona, Kham, Khol etc. which are available for use by students. Many different workshops related to the cultural field are held for the students to develop and hone their talents. Students participate in AIU cultural events regularly and have earned laurels over the years.

The University has a Yoga Centre under the supervision of a senior faculty member and a yoga instructor offers yoga classes and workshops for the benefit of students community and faculty.

The University has a Sports Office looked after by Asstt. Director of Physical Education (ADPE) and a cultural section under the overall supervision of the Dean of Students Welfare. The cultural activities are under a cultural coordinator.

All the events and procurement of the sports goods are carried out under the supervision of the Sports Board headed by the Pro Vice Chancellor. The board consists of members of different sports in-charge headed by faculty members for all sports, DSW, ADSW, ADPE and two members form the Tezpur University Students Council.

The sports office organises regular sporting events throughout the year viz., Football, Basketball,

Volleyball, Kho-Kho, Kabaddi, Cricket, Athletics, Archery, Best Physique, Arm Wrestling, Weightlifting, Powerlifting, Tug of War, Swimming, Table Tennis, Tennis, Carrom, Badminton, Chess, Cycle race, Half Marathon etc.

In addition, the students participate in AIU conducted sports events.

Apart from the regular activities mentioned above the University also organizes events like Annual Meet, International Day of Yoga, Fit India movement, Unity Day run, Independence Day sports events, republic day cricket match etc.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### 4.1.3 Availability of general campus facilities and overall ambience

##### Response:

Tezpur University is situated in a serene natural green environment away from the chaos and noise of the main city. It has good accessibility by road. The overall ambience and general campus facilities are sufficient to cater to the needs of University fraternity. Utmost care has been taken to ensure an enjoyable and comfortable stay of students, employees and their family members. A very clean and well-maintained campus has a green cover (trees, lawns, hedges and orchids) of nearly 40% along with three water bodies. The campus is rich in biodiversity, and houses a nursery, vermicomposting units and a botanical garden. Aesthetically designed academic buildings and administrative offices with open corridors and large playgrounds provide a very conducive environment for students and faculty for teaching-learning, acquisition of skills and creative & innovative pursuits.

Special emphasis has been given for protection and maintenance of the lush natural landscape while constructing new buildings. The campus is secured with concrete walls. Home guards are engaged to provide security to the campus. In addition, CCTV cameras have been installed at strategic locations. Internal roads are interconnected and well illuminated. Dedicated cleaning staff maintains the roads and washrooms every day for a clean and hygienic environment. Treated clean water and electricity are provided 24x7. Regular maintenance of the water purification system in all the academic and administrative Departments and hostels is carried out through AMC with certified vendors.

Ramps, lifts and toilet facilities for differently-abled persons are available in most of the buildings.

Apart from LAN, campus is also Wi-Fi enabled. EPBAX telephone connections are available in all academic Departments and Administrative offices.

Central Library caters to the need of the teaching-learning process with requisite learning resources. There is also a section dedicated to children.

The University maintains a Day Care Centre which provides care to children of the University community from infancy to school going age. Takshashila Vidyapeeth, a pre-primary school welcomes the children from play group to upper K.G. classes enabling parents to prepare their kids for schooling. In addition, a Kendriya Vidyalaya operates from the campus with preference being given in admission to wards of University employees.

The University has a gym, yoga centre and good sports facilities to cater to the needs of students and employees for their physical fitness and wellbeing. Tezpur University Health Centre provides basic Health Care services to students, employees and their family members.

Shopping complex consisting of eateries, general stores and other shops provides most of day-to-day essentials like groceries, fruits, books, stationery etc. Adequate parking facilities have also been provided in the campus. The campus hosts two Bank branches, post-office, BSNL telephone exchange, 03 ATMs, transportation facilities (ASTC buses, e-rickshaw) and pool of bicycles for the convenience of the campus community.

To promote use of renewable energy a solar power plant of 1 MW capacity has been installed in the campus leading to significant reduction in cost of electricity consumption.

Having students from various foreign countries and employees from different parts of India, Tezpur University provides a cosmopolitan environment.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### 4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

**Response:** 22.37

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1693.14 | 437.25  | 765.44  | 2980.66 | 59.10   |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload audited utilization statements   | <a href="#">View Document</a> |
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

#### Response:

Central Library was using LibSys 4.0 for housekeeping operations of library since 1997. Since June, 2019, Central Library is using Integrated Library Management Open Source Software- KOHA for automation of different library housekeeping operations like purchase of printed and electronic books, subscription of print journals, electronic resources, management of library users database, management of automated circulation system, cataloging of printed and electronic document, reports generations etc. Koha is Standards compliant – MARC 21 (or UNIMARC) for cataloging, Z39.5 for copy cataloging, UTF-8 for non-English catalog data, and SIP2 for RFID integration. Central Library has been modernized to provide computerized services to Tezpur University academic community at large. Central Library is modernized with Barcoding based automation system that facilitates check-in, check-out and renewal of books (<http://www.tezu.ernet.in/Library/index.php/about-us/about-library>). The Library's Online Public Access Catalogue (OPAC) (<http://192.168.3.223/cgi-bin/koha/opac-main.pl?logout.x=1>) can be accessed through the intranet as well as the internet. The OPAC can be searched by author, title, subject, keywords, classified number, publisher, etc. The OPAC also provides information about new arrivals of journals/books, etc. Users can renew their borrowed documents online through Online Public Access Catalogue (OPAC).

Central Library has dynamic Library webpage where all latest information of the Central Library is available in the webpage (<http://www.tezu.ernet.in/Library/index.php>).

Central Library holds print collection of 1,25,576 which includes 1,11,592 books, 10,280 back volumes, 2,553 thesis and dissertations, 937 Govt. publications and 214 print journals. Its database is maintained in the KOHA server and the bibliographic information of each collection can be accessed from any corner of the world through WebOPAC. Central Library has a total of 14,440 e-resources consisting of 10,360 e-Journals, 20 databases, 2,806 CD/DVDs, 36 VHS cassettes and 1,218 e-books including DelCON, eShodh Shindhu consortium of INFLIBNET centre.

Central Library is maintaining Institutional Repository of publications named as Knowledge Repository) (<http://192.168.98.248:8080/jspui/>). Central Library is maintaining Electronic Thesis and Dissertations (ETD) of 2000 e-thesis and e-dissertation (<http://192.168.98.239:8080/jspui/>).

RFID installation in the Library is in progress.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources****Response:** A. Any 4 or more of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****Response:** 120.36**4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)**

| 2020-21   | 2019-20   | 2018-19   | 2017-18  | 2016-17   |
|-----------|-----------|-----------|----------|-----------|
| 203.28103 | 137.92513 | 104.20810 | 49.37544 | 107.00732 |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Audited statements of accounts          | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 20.64**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 971

| File Description  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents) | <a href="#">View Document</a> |



### 4.3 IT Infrastructure

**4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

**Response:** 55.31

**4.3.1.1 Number of classrooms and seminar halls with ICT facilities**

Response: 99

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

**4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility**

**Response:**

The IT policy includes the following salient features:

- Addressing the problem of accessibility of the computing facilities
- Departmental computing facilities
- Procurement and Maintenance of computing resources
- Networking
- Development, maintenance, and upgradation of the software used in the administration
- Green Computing Practices
- Printers & other peripherals
- Upgradation and disposal of obsolete or unusable ICT Infrastructure
- Access control and usage of ICT Infrastructure
- Risk Management of ICT Infrastructure
- CCTV Surveillance System
- Smart Classroom systems
- Learning-resource storage and delivery system
- Services to be provided by the computer centre

Two clusters of computing resources (with 160 user terminals) have been set-up. Campus LAN connectivity augmented with Wireless LAN is in place for use by the academic Departments, Administrative sections, Hostels, residential areas, and students' activity areas. Internet connectivity is provided with 1Gbps fibre link under National Knowledge Network (NKN) scheme of GoI free of cost. Computer Centre maintains the proxy server, web server, mail server, administrative database server, library server of the University, EPBX for the intercom facility and the CCTV surveillance network.

The University has set-up two audio-video recording studios for e-content development by the faculty. G-Suite for Education has been configured for online delivery of lectures, recording of lectures and delivery of e-contents. The university has also upgraded the existing classrooms with ICT facility. As of now, there



are 8 smart classrooms and 9 more smart classrooms are in the process of development. It has provided every faculty member with desktop/laptop PC, graphics tablet, web camera and headphone to enable creation and delivery of e-contents, for the online classes and efficient management of the mentoring and assessment process.

The University maintains its website, in-house applications for academic, administrative, and financial activities. The University has started using the ERP system developed by MHRD, GOI under the project 'e-SAMARTH' in a phase wise manner, and a nodal officer has been appointed to oversee the implementation of the e-SAMARTH modules used/implemented in the University.

#### **Budgetary provisions made and utilised:**

- 1.PCs/Laptops: Rs. 67,73,473/- (2020-21), Rs. 49,77,958/- (2021-22)
- 2.CCTV : Rs. 41,73,847/- (2019-20)
- 3.Smart Classrooms (8 Nos.): Rs. 44,65,692/- (2019-2020)
- 4.Audio-Video Recording studio: Rs.84,28,370/- (2020-2021)
- 5.Private Cloud : Rs.47,99,944/- (2020-2021)
- 6.WebCam, Digital Pad, Headphones: Rs.20,00,761 (2020-2021)
- 7.WiFi facility for residential area (including one hostel) : Rs.64,68,274 (2020-2021)
- 8.WiFi Campus (OPEX mode): Rs. 4,59,740/- per month
- 9.100 Mbps leased line for Internet Connection : Rs. 9,44,000/- per annum
- 10.New 1100 lines EPBX facility: 14,35,918/- per annum
- 11.Admission form processing software : Rs. 5,31,000/- (2020-21), Rs. 4,48,400/- (2019-20), Rs. 3,87,520/- (2018-19), Rs.63,02,106/- (2017-18), Rs. 2,60,000/- (2016-17)
- 12.Examination System (Course Registration + Grade Entry) : Rs. 4,95,000/- (2020-21)

#### **AMC:**

- 1.Microsoft Volume licensing: Rs. 13,17,694/- per annum
- 2.Kaspersky Antivirus: Rs. 4, 27, 350/- per annum
- 3.UPS: Rs. 16,43,303/- per annum
- 4.CCTV: 3,50,455/- per annum

#### **Expansion Plan:**

Setting up of 9 additional smart classrooms is already under progress. University is also planning to upgrade the speed of Internet connectivity, campus networking facility, and have a total ERP system in future.

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**4.3.3 Student - Computer ratio (Data for the latest completed academic year)****Response:** 5.56

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student – computer ratio          | <a href="#">View Document</a> |

**4.3.4 Available bandwidth of internet connection in the Institution (Leased line)****Response:** A. ?1 GBPS

| File Description   | Document                      |
|--|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

**4.3.5 Institution has the following Facilities for e-content development**

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

**Response:** A. All of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Links of photographs                    | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years****Response:** 76.34**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 3609.87 | 3638.89 | 3474.65 | 2939.58 | 3327.89 |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Audited statements of accounts          | <a href="#">View Document</a> |

#### 4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

##### Response:

- The equipment and instruments in the teaching and research laboratories including the computer labs are maintained by the dedicated laboratory/ technical staff under the supervision of respective faculty in-charge.
- Many of the highly sophisticated instruments of the University are centrally located in the Sophisticated Analytical Instruments Centre (SAIC) which is looked after by dedicated Technical Staff and is headed by a Faculty of the rank of a Professor.
- Maintenance of all high-end equipment in laboratories, ACs, Water treatment facility and drinking water purification systems, CCTVs, Fire extinguishers, kitchen equipments of hostels are taken care off through AMCs.
- A well-stocked library is looked after by a dedicated library staff led by the Librarian. The requirements of the library books, journals (both printed and e-resources) are considered by a duly constituted Library Committee on the recommendation of the respective academic Departments. The library rules, procedural guidelines, library hours and details of all resources are available on the library portal of the University website.
- The Internet connectivity through LAN and Wi-Fi network, and ICT facilities are looked after by the Computer Engineer and a dedicated technical staff under the guidance of Director of Computer Centre.
- The sports facilities including the playgrounds, swimming pool, indoor and outdoor facilities are looked after by the Assistant Director, Physical Education with assistance from the Estate Officer under the overall control of the Dean of Students Welfare office. Need based contractual staff are engaged from time to time for operational purpose. All matters pertaining to maintenance and any additional requirement is decided upon by a Sports Board headed by the Pro Vice Chancellor.
- Departments have caretakers to assist the Head in the upkeep and maintenance of the buildings and the infrastructure.
- A dedicated Engineering Cell headed by the University Executive Engineer is entrusted to look after the maintenance as well as the repair works in the University. The entire University campus including the academic and administrative building are maintained by the Engineering Cell in coordination with the Estate section. The Estate Section maintains the records pertaining to the properties of the University.

- The routine day to day cleanliness of the campus, departments, classrooms, offices, laboratories, hostels and other facilities is done through contractual agencies monitored by the Estate Office.
- A space allocation committee looks after the allocation of space to various department or sections in the University campus.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

**5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 17.61

**5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 561     | 1130    | 1463    | 210     | 206     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |
| Institutional data in prescribed format                                      | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 25.72

**5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 844     | 951     | 1313    | 1005    | 1018    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology**

**Response:** A. All of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |
| Link to Institutional website           | <a href="#">View Document</a> |

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

## 5.2 Student Progression

**5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 37.08

**5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government**

**examinations, etc.) year-wise during last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 127     | 318     | 312     | 244     | 229     |

**5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 683     | 721     | 698     | 624     | 589     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**5.2.2 Average percentage of placement of outgoing students during the last five years****Response:** 26.16**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 190     | 312     | 332     | 289     | 249     |

| File Description                        | Document                      |
|---|-------------------------------|
| Self attested list of students placed   | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

**5.2.3 Percentage of student progression to higher education (previous graduating batch).****Response:** 27.55**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 297

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

**5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.**

Response: 33

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 14      | 9       | 4       | 6       |

| File Description                           | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format    | <a href="#">View Document</a> |
| e-copies of award letters and certificates | <a href="#">View Document</a> |

**5.3.2 Presence of Student Council and its activities for institutional development and student welfare.**

Response:

Tezpur University has an active student council constituted as per Statute 39, Ordinance no. 25 of the Tezpur University Act. Every year election for the Students Council is conducted in accordance with Lyngdoh Committee recommendation.

**Constitution of the Council with all the elected office bearers is as under:**

1. One President
2. One Vice?President
3. One General Secretary
4. One Assistant General Secretary
5. One Indoor Games Sports Secretary
6. One Outdoor Games Sports Secretary
7. One Cultural Secretary



8. One Literary Secretary
9. One Hobby Club Secretary
10. One Social Service Secretary
11. Minimum one representative from each department (every 200 students, one member): Executive Member

The Students Council works for the redressal of issues related to students' welfare of the University. In the spirit of participatory decision-making University has further ensured representation of students in the following important academic & administrative bodies/committees:

**Board of Management:** It is principal executive body of the University which takes all the major decision related to the functioning of the University. In the Board of Management two student members are included.

**Academic Council:** The highest academic body of the University is Academic Council and is responsible for the maintenance of standards of instruction, education, and examination within the University. Each year two council members or their nominees are incorporated as members of the Academic Council.

**Library Committee:** Tezpur University has one Library Committee which takes major decisions related to University library timing, procurement of books and journals etc. In this committee one of the council members or their nominee is included as member for a year.

**Grievance Redressal Committee:** The Grievance Redressal Committee, where students can register their grievances, has two student members.

**IQAC:** The Internal Quality Assurance Cell of Tezpur University has one member from Student Council.

**Internal Complaints Committee (ICC):** The committee set up as per UGC guidelines also has three student members.

**Anti-Ragging Committee:** It has two council members along with other members.

**Other Statutory Cells / Committees like Advisory Committee of the Minority Cell and Advisory Committee for SC/ST Cell** also have student representatives as member.

The representatives of student council are routinely included in the committees constituted for preparation of holiday list, Canteen management, fixation of bus timing etc

**University Clubs/ Committees related to sports and cultural activities:**

**Sports Board:** Sports related major decisions are taken by the Sports Board which is chaired by the Pro-Vice Chancellor. Among the members, 2 student representatives viz. Indoor Games Sports Secretary and

Outdoor Games Sports Secretary are included.

Tezpur University is a very vibrant campus where different cultural, literary and sports events are regularly organized. To imbibe leadership qualities and organizing capabilities in the students, different clubs are constituted where the activities are organized by the students themselves with the help of faculty coordinators. These clubs include **Music club, Dance club, Literary Club, Quiz club, Hobby club, Astronomy Club, Photography Club, Animal welfare club** etc.

The student council office bearers actively engage also in conducting sports activities through different clubs. Each of these clubs have a student Convenor who organize the activity along with 5 student executive members and one faculty coordinator. These clubs include **Football club, Volleyball club, Cricket club, Kabaddi club, Archery Club, Badminton Club, Carrom Club, Adventure Sports club, Tennis club, Gymnasium Club, Swimming Club, Yoga and Aerobic Club.**

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 18

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14      | 14      | 19      | 21      | 22      |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

**Response:**

Tezpur University Alumni Association (TUAA) is registered under the Societies Registration Act 1860. The association acts as a bridge between the alumni and their alma mater, giving the current students and the alumni a chance to develop positive synergies and grow together hand in hand. There are more than 13,000 alumni across the globe, joining hands to make Tezpur University (TU) as a world-class institution. TUAA organizes and is involved in many activities that have been bringing the Alumni of TU closer to the university while engaging them with the students, and uses the Alumni network in strengthening brand TU.

TUAA, in 2019 launched a new alumni portal to build an effective network with the alumni and work together for the greater interest of TU. The Alumni portal has features like TU Alumni Forum, Job Listings/Career Services, Alumni Directory, Events, Contribution, Feedback system, etc. to keep the alumni engaged with the University affairs. Alumni and the University related information are regularly updated in the portal.

TUAA works in partnership with Alumni Cell, the official unit of TU. There are faculty coordinators from each department who assist in decision making. The well-established alumni are involved in induction, career guidance, placement assistance, community services, etc. Significantly, the alumni are involved even in the conduct of personal interview for admission to MBA programme of the Dept. of Business Administration. TUAA and Alumni Cell support various alumni-related activities and alumni engagement programmes facilitating campus/off campus placement/ internships, alumni lectures, and collaborative initiatives including alumni supported community outreach activities etc.

In a significant contribution to the University Eric Energy, a company headed by an alumnus carried out the Energy Audit of the University in 2019 free of cost. The Report of the same is available in the University website.

The Alumni Association in an established practice sponsors the pre-convocation dinner to all the attendees and dignatories.

Year wise meetings and activities of Tezpur University Alumni Association (TUAA) for the last five years are provided as additional information.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

**5.4.2 Alumni contribution during the last five years (INR in Lakhs)**

**Response:** E. <5 Lakhs

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**

**Response:**

The Vision of Tezpur University is “To develop human excellence and inculcate leadership through hard work and creativity.”

The mission of the University is stated as-

- To render Tezpur University one of the most preferred destinations of students, faculty, scholars, and employees.
- To be in the Top 50 Universities of the world

The University has been constantly striving to enhance the quality of its academic programme by adopting a continuous process of -

- Ensuring quality faculty with serious academic credentials including engaging distinguished experts as Adjunct/Visiting faculty.
- Keeping the Faculty updated through orientation programme, FDP and other quality improvement programmes such as workshops.
- Adoption of outcome-based curricula which is subjected to periodic revision through Departmental Advisory Committee (DAC), Board of Studies (BoS) and Academic Council (AC).
- Providing enabling teaching learning infrastructure through upgradation of classrooms, laboratory equipment and computer labs and continuous augmentation of a centralised sophisticated analytical instrumentation facility for faculty and students.
- Adoption of ICT tools for a blended mode experience (offline-online) for effective teaching learning.
- MoUs with reputed institutions within the country and abroad for exchange of faculty and students and access to specialized facilities;

In the endeavour towards universal access to quality education/training the University has adopted the following provisions.

- Maintaining its fee structures within the affordable limits of the student community at large and has made provisions for scholarships, free ships for the needy.
- Starting online academic programmes to enable access to the expertise/resources available in the University to students who are unable to afford physical presence.
- A well-defined Credit Transfer mechanism is put in place to allow the students to take up quality courses through MOOCs or spending one or more semester in another institution.

Contributing to knowledge and societal welfare through research and innovation has been a priority for the University from its very inception. The University always looks to invest in expanding and upgrading its research infrastructure and gives priority to its proper maintenance. The office of the Dean (R&D)

promotes and manages the Research and Consultancy activities in the University. Toward promotion of research the University provides seed money to the new faculty, need-based financial support to all faculty including support for organizing/participating in conferences etc. as well as for defence of project proposals.

The Centre for Innovation, Incubation and Entrepreneurship (CIIE) in the university carries out various activities to inculcate the spirit of innovation and entrepreneurship among the youth. Towards this end the university has invested significant amounts over the years, to support innovative projects by the students at the UG, PG, as well as at the doctoral level.

The faculty members in the university conduct wide range of extension activities with constant encouragement and financial/ logistic support from the university.

The University's administrative governance is centred around prudent use of resources (Human, physical and financial) and sustainable practices.

Various aspects of governance involve participatory and transparent decision making through several administrative bodies such as Campus Development Committee, Library Committee, Building Committee, Finance Committee and Board of Management.

The Office of the Dean of Students Welfare and Proctors Committee look after the students' welfare and maintenance of discipline supported by a team of wardens assigned to each hostel.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

### **6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

#### **Response:**

There is a hierarchy of statutory bodies with well-articulated authorities for the governance of the university, viz. - Board of Management, Academic Council, Planning Board, Finance Committee, Building Committee, School Boards, Boards of Studies.

These bodies have representatives from the faculty, students, alumni, distinguished academicians/ experts/ administrators/ industrialists, government and the funding agencies and society at large.

There is also a well-defined structure of Leadership for decentralized management of the activities in the university. The Vice Chancellor is the academic and administrative head of the university. The Pro Vice Chancellor shares some of the responsibilities of the VC including the authority to sanction funds upto a specific amount. The Deans of the Schools head the four schools of studies. In addition, the Dean, Academic Affairs; Dean, R&D; Dean, Students Welfare and Dean, Planning and Development assist the

VC/ PVC in respective arenas of activities. The Proctorial Board deals with matters of the students' discipline. The Heads of the Departments/ Centres look after the activities of the respective departments/ centres. The Registrar assists the VC with the Administration. The Office of the Controller of Examinations looks after all aspects of academic administration. The Finance Officer takes care of the finance related activities. A designated vigilance officer is responsible for undertaking scrutiny of any matter including that of vigilance clearance as and when required. The library resources are managed and maintained by Librarian. Procurement of books, journals etc are overseen by the Library Committee which has representation from faculty and students. The Director, IQAC helps the VC in maintenance of quality in academic and administrative affairs of the University.

Every activity in the university – Academic, Research, Students Welfare, Infrastructure Development, Procurements, Maintenance etc. are carried out in a decentralized manner, with appropriate delegation of power and with participation of the stakeholders.

All activities in the University are policy driven. The policies are formulated by duly constituted committees, with representations from stakeholders, at appropriate levels and approved by competent authorities. As per the CIC Transparency Audit report (2018), the University secured a good score.

New academic proposals are generated from the departments after due deliberations in Departmental Advisory Committee/Board of Studies with inputs from the stakeholders and forwarded to the School Board for consideration. Suitable proposals are recommended with necessary inputs to the Academic Council for approval.

Any capital expenditure requirements pertaining to procurement of equipment, furniture etc. are prepared by the department, and forwarded to the Registrar. The proposals are placed before the VC/PVC for consideration. After due approval, the purchase section carries out the procurement as per GoI norms.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

#### Response:

Tezpur University, established by an act of Parliament in 1994, is following a practice of preparing Perspective/Strategic plan from the very beginning for planned development and growth of the University as per the mandate given by the Act. The first Vice Chancellor of the University prepared an approach profile in July, 1994 which was approved by the Board of Management in its 1st meeting on 14.09.1994. On the basis of this, the University prepared its 1st Vision Document in 2000 for a 15-year Growth Plan of



the University. However, with the change in government policies, the University prepared its vision document for 25 years and a strategic plan for 05 years again in 2005. In 2011, the University prepared a Perspective Plan for the period 2012-17 taking the Vision Document of 2000 and 2005 into consideration for planned growth of the University-physical and academic. The University proposes various academic departments and programmes thereof in line with these Vision Documents and Perspective Plans.

The University revisited the Vision Document in 2015 and accordingly the University prepared a Perspective Plan in 2016 for the period 2017-22. As per the aforesaid Vision Document, the University emphasizes research excellence through quality publications and thereby enhancement of its *h*-index. The University also introduced a “Research and Innovation Grants” to Research Students to encourage them for societal need based innovative research. The University also visioned for enhancing academia-industry linkages and to increase e-learning environment on the campus. Accordingly, a Centre for University-Industry Interface (CUII) has been established for better and effective coordination in this regard. With all these steps, the University has been able to make a mark in its Quality Research output as evident from increased *h*-index from 40 in 2016 to 87 in 2021. As per the Perspective Plan, the University has been able to establish new departments during 2017-21 namely, Electrical Engineering, Assamese, Foreign Languages, and Design with well-defined programme objectives. The University has also proposed for sanctioning some more departments to UGC like Department of Pharmaceutical Engineering, Agricultural Engineering, Mechatronics & Robotics, Bio-Medical Sciences, Library & Information Sciences, Linguistics & Language Technology, and Centres- Sankardeva Studies, and Performing Arts to increase the number of skill development programmes in the University.

As per the Strategic Vision defined in 2015 for the period 2017-22, the University is to excel in teaching, learning and student experience and to conduct outstanding research keeping in mind its social responsibility. The University also envisioned for Skill Development in socially relevant sectors. Accordingly, the University has introduced skill education in the form of B.Voc programmes, Community College, soft-skill development programme, Skill training through short term courses and workshops. The University proposed to UGC for establishment of a Department of Vocational Studies and Skill Development and the Department has been approved by UGC vide letter F.No.13-8/2020 (CU) dated 02 July 2021. Teaching Learning Centre at the University established in line with the Centre for Human Resource Development as per the Perspective Plan for 2017-22 conducts various academic and soft skill development programmes for teaching and non-teaching staff.

| File Description                                       | Document                      |
|--|-------------------------------|
| Any additional information                             | <a href="#">View Document</a> |
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Link for Additional Information                        | <a href="#">View Document</a> |

### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

**Response:**



The Tezpur University Act has provisions for Board of Management, Academic Council, Planning Board, Finance Committee, Building Committee, School boards, Board of Studies, Research Committee, Departmental Advisory Committee for good governance in the University functioning. These are shown in the Organogram attached herewith. Roles of all these bodies/authorities are defined in Statutes and Ordinances which help the University in its strategic planning, implementation of planning and monitoring of progression of the University. All these bodies play roles as per their mandate contributing to effective governance and thereby for planned growth and development of the University. The Statutes and Ordinances also have specified the powers and responsibilities of each of these bodies and modalities of functioning.

The Board of Management is the highest authority in the governance system of the University which considers proposals/ recommendations of Academic Council, Planning Board, Finance Committee and Building Committee on policy matters as well as executive matters. The Board also looks into the administrative activities including recruitments of teaching and non-teaching employees of the University, maintenance of discipline amongst the employees and compliance of rules and regulations towards good governance. The Board of Management prepares proposal for creation of Teaching and Non-Teaching positions, prepares cadre recruitment rules including promotional avenues, adopts service conditions for teaching and non-teaching staff as laid down by the UGC. The Board of Management is also responsible for preparation of Annual Report of the University reflecting performance of the University for every financial year.

The Academic Council is responsible for the academic programmes and policies of the University. The Council considers the recommendations of the School Board towards course curriculum, teaching-learning pedagogies, framing of academic regulations on teaching, learning and evaluation and the recommendations of Research Committee towards quality research. The Academic Council also prepares the Academic Calendar which defines the timelines of teaching-learning and evaluation processes for each academic year.

As provided by Statute 16 of Tezpur University Act, the Planning Board is the principal Planning body of the University which is responsible for reviewing the educational programmes offered by the University, organizing the structure of education in the University including value-oriented education, developing new teaching learning processes. The Planning Board also supervises the preparation of perspective/ strategic plan for development of the University.

The Building Committee is responsible for any construction/repair/ renovation works in the Campus.

The Finance Committee supervises the functioning of the Finance division of the University, gives policies on compliance of General Financial Rules and Regulations and thereby a proper accounting system. The Finance Committee also takes responsibilities for preparation of Annual Accounts for onward submission to CAG for audit of the accounts of the University.

| File Description                             | Document                      |
|--|-------------------------------|
| Any additional information                   | <a href="#">View Document</a> |
| Link to Organogram of the University webpage | <a href="#">View Document</a> |

### 6.2.3 Institution Implements e-governance covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** A. All of the above

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**

**Response:**

The Tezpur University Act has provisions for framing statutes and Ordinances for recruitment and service conditions of its employees. Being a central University, in addition to the provisions made by statutes and ordinances of the University, terms and conditions of appointment and services for teaching employees are followed as notified by the UGC from time to time. As per the provisions of UGC regulations, a Performance Based Appraisal System (PBAS) is followed in which, a faculty member is to submit his/ her self-appraisal in a prescribed format thorough an On-line system to the IQAC through the Head of the Department concerned and endorsed by the Dean of the School. The IQAC maintains records of these PBAS and after verification of the claim of performances/ achievements, the same is forwarded to the Registrar. The Registrar, after verification of service records from the Establishment Section, forwards the same to the Vice Chancellor for consideration of acceptance. The PBAS has a requirement of minimum Academic Score to be accepted as good performance of a faculty as defined by the UGC Regulations. These PBASs of faculty members are also taken into reckoning while considering application of faculty members for their stage promotion under CAS of UGC.

The University has a system in place for encouraging faculty members for better performance in terms of teaching learning, research, and innovation. A teacher's good performance as reflected in an award and achievement is duly acknowledged in Annual Report and in convocation.

For non-teaching employees also, the central government rules are followed beyond the provisions of statutes and ordinances. For assessment of performance of employees, customized APAR formats for various group of employees are used for annual performance assessment of the employees through ON-LINE system. An employee, after filling his/ her self-appraisal, is to submit the same online. This submission will automatically go to the Controlling Officer. After assessment of the Controlling Officer, it will be channelized to Reviewing Officer and finally to the Accepting Authority. The Reporting Officer gives numerical evaluation report which may be agreed/ disagreed upon by the reviewing and accepting authority. The numerical performance is graded as outstanding/ very good/ good/ poor. Once the APAR is accepted, a system generated feedback goes to the employee concerned. This APAR reflects the performance of an employee. If the performance is below the required benchmark, the employee concerned gets feedback for improvement in his/ her performance. This performance is also taken into reckoning while considering cases of employees for their promotion.

University has a system of rewarding best performing Non-Teaching employees from MTS level to Group-B officers for better performance in a given year on the basis of evaluation by a designated committee taking the grades of the APARs into reckoning. In addition, employees are also encouraged by "Letter of Appreciation" for extra ordinary achievements.

The University has other welfare measures for Teaching and Non-Teaching employees like provision for loan from Tezpur University Employees Co-operative Society, Housing loan from University fund etc. The University also allows its employees for higher studies towards enhancement of domain knowledge and upgradation of their skills and gives incentive for such higher qualification, including acquiring Ph.D. degree as per rule, in addition to nomination for training through skill enhancement programme.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

**Response:** 13.21

#### 6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 37      | 45      | 28      | 28      | 31      |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) | <a href="#">View Document</a> |
| Link for Additional Information  | <a href="#">View Document</a> |

| Other Upload Files |                               |
|--------------------|-------------------------------|
| 1                  | <a href="#">View Document</a> |

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 18.8

**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 28      | 12      | 21      | 25      | 8       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)  | <a href="#">View Document</a> |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 21.27

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 75      | 38      | 48      | 80      | 30      |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)                        | <a href="#">View Document</a> |
| IQAC report summary  | <a href="#">View Document</a> |
| Details of teachers attending professional development Programmes during the last five years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

The principal source of funds for the University is the Grants-in-Aid approved and sanctioned by the University Grants Commission (UGC). The grants are received under three distinct heads of account as under:

1. Grants-in-Aid General (Salary)
2. Grants-in-Aid General (Recurring)
3. Grants-in-Aid (Creation of Capital Assets)

In order to facilitate sanction of the grants by UGC, the University prepares its annual budget keeping in mind the genuine requirement of the University to facilitate appropriate teaching- learning practices, research and innovation by teachers as well as students and overall holistic development of the students, among others. The budget is duly approved by the statutory committees (Finance Committee and the Board of Management) based on which proposal is submitted to UGC showing the requirement of funds under each head, viz. Salary, Recurring and Capital Assets and for sanction of the respective allocation accordingly.

In addition to the grants received from UGC, the University has also put in place appropriate mechanism to augment its Internal Generation of Revenue (IGR). This includes periodic review of the fee structure, appropriation of the overhead charges on the research grants, revision of guest house accommodation charges, rent, charging for the entry passes and garbage disposal for the vendors, collection of charges for the electricity used by Contractors, among others.

The salary grants are utilized for disbursement of salaries and other salary components, viz. LTC, Leave Encashment on LTC, CEA, Medical Reimbursement and Retirement Benefits to the regular teaching and

non-teaching staff members strictly as per their entitlements as per the 7th CPC.

The UGC allocates its share of the Recurring Budget of the University after adjusting the IGR. The recurring expenses *inter alia* includes TA/Remuneration of the external experts, examination expenses, financial support to the students to carry out Research and Innovation activities, Professional Development and Lab Running expenses for the teachers, organizing Seminar/Workshop/Symposium, Travel Grant to the teachers to attend Seminars etc, students' placement activities, training of staff, day-to-day operational and administrative expenses, maintenance of fixed assets, social service activities through NSS/NCC, campus maintenance expenses, etc.

Developmental expenses are incurred from the grants received under Capital Assets for augmentation of the library facilities, purchase of Scientific and Laboratory Equipment, Office Equipment, Hostel/Office Furniture, Computer & Peripherals, Construction of Hostel/Academic/Residential Buildings, Construction of Internal Road, Internal Electrification and Electrical Installations, Site Development, Water Treatment Plant, Campus Wi-Fi, etc.

Apart from the above, the University has also a good track record of extra mural research funding. Appropriate stress is put to create befitting ambience to encourage the teachers to apply for research funding from various Govt. and non-Govt. agencies.

The University envisages due financial propriety and budgetary control while making expenditure out of the Govt. grants. There has been unrelenting effort on the part of the University to ensure that tactful benefit is derived from such spending with regard to quality teaching-learning and overall holistic development of the students in particular and well-being of the University fraternity in general.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### **6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).**

**Response:** 17572.48

##### **6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4160.78 | 3156.01 | 1674.11 | 6317.18 | 2264.40 |



| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from government bodies during the last five years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Annual statements of accounts  | <a href="#">View Document</a> |
| Link for Additional Information  | <a href="#">View Document</a> |

#### 6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

**Response:** 17.69

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 17.694  | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for Additional Information         | <a href="#">View Document</a> |

#### 6.4.4 Institution conducts internal and external financial audits regularly

**Response:**

For conducting internal audit of the University, the University Grants Commission (UGC) has sanctioned a post of Internal Audit Officer to be appointed on deputation. No other post has been sanctioned for the purpose.

Despite repeated advertisements, the University could not fill up the post of Internal Audit Officer owing to non-availability of suitable candidates qualifying the recruitment criteria. To overcome this situation, the University has appointed an internal candidate as Internal Audit Officer on officiating basis to look after the internal audit, with special emphasis on inspection of the books of account of the University before submission of Utilization Certificate to the funding authority.

As per Rule 31(1) of the Tezpur University Act 1993, the Annual Accounts and Balance Sheet of the University are required to be prepared under the directions of the Board of Management (BoM) and be audited by the Comptroller & Audit General of India or by such persons as he may authorize in this behalf. In accordance with this mandate, the Annual Accounts of the University are prepared and approved by the

BoM, and such approved accounts are submitted to the Director General of Audit (Central), Kolkata for conducting the audit. The Annual Accounts are audited every year mandatorily and the Separate Audit Report (SAR) issued by the Director General of Audit (Central), Kolkata along with the C&AG certified Annual Accounts of the University is submitted to the Ministry of Education, Govt. of India for being placed before both Houses of Parliament.

The University has the mechanism to submit the replies/compliances on the audit paras on regular basis requesting the audit authority to consider the compliances for settlement of the paras. In addition to the initial reply, a system has also been put in place to discuss the pending audit paras with the subsequent inspection teams, stating the actions taken by the University on each para in compliance with the suggestion of Audit, so as to facilitate settlement of the paras. The University has also constituted a Standing Audit Committee under the Chairmanship of the Vice-Chancellor to discuss the pending audit paras and to suggest prudent actions for their settlement.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**

### Response:

The IQAC of the University makes continuous efforts to institutionalize the quality assurance strategies and processes through deliberations at various levels, minutes of which are circulated for wide publicity among stakeholders and also made available at university website (<http://www.tezu.ernet.in/IQAC/>). IQAC has been assisting the University to formulate/update the procedures and guidelines on various matters including (i) stakeholders feedback, (ii) updating curriculum specially with incorporation of course outcomes and programme outcomes (iii) promotion/career advancement of faculties, (iv) implementation of NAAC Peer team and AAA recommendations, (v) decentralized planning and implementation of budget, (vi) regularization of academic procedures during Covid pandemic, (vii) zero tolerance against non-adherence to ethics and integrity, (viii) students support and governance, (ix) research-innovation ecosystem and (x) faculty empowerment, from time to time.

Some of the notable outcomes of the above mentioned initiatives of IQAC are (i) increase in the usage of ICT tools for teaching learning, (ii) modification-revision of the courses with special emphasis on OBL, (iii) improvement of continuous evaluation, (iv) starting in-house orientation course for newly appointed faculty members, (v) faculty empowerment through supporting participation in conferences, (vi) need based support for the Faculties including providing gadgets for effective on-line classes (Webcam, headphones, digipads, laptops/desktop), (vii) increased awareness about quality publications vis-à-vis anti-plagiarism among the researchers, (viii) reorganisation of the Office of DSW with the introduction of Proctorial Office as per statutes of the University, (ix) extending library access hours as desired by library users, (x) introduction of IT tools to collect, analysis and follow-up actions on stake-holders feedback



(including parents and students), (xi) streamlining students' mentoring process, (xii) adherence to Academic Calendar of the University (including the Covid Pandemic period), (xiii) introduction of ethical clearance for all academic research proposals, (xiv) enhanced research collaboration with reputed institutions through formal MoU, (xv) increased coordination among (a) Centre for Innovation Incubation and Entrepreneurship (CIIE), (b) Centre for University-Industry Interface (CUII) and (c) Intellectual Property Rights Cell (TUIPR) contributing to an enabling research-innovation ecosystem, (xvi) creation of specific policy for industry-academia interaction, (xvii) IT integrated reform of the performance based appraisals and career advancement systems (PBAS & CAS), (xviii) enhancing engagement of the alumni in the University including creation of dedicated webpage, (xix) enhanced coordinated efforts in participation of the accreditation and ranking of the HEIs, (xx) bringing regulations for uniformity in PG dissertation format, (xxi) enhanced publicity of notable events/activities through dynamic webpages, (xxii) cleanliness of the campus and hostels, (xxiii) decentralized budgeting for academic Departments/Centres, (xxiv) increased enrollment for MOOCs by students of various academic programmes, (xxv) substantial increase in the in-house development of e-contents and LMS, (xxvi) increase in the e-content development facilities (two state of the art studios, one each in the Department of Mass Communication and Journalism and School of Engineering in addition to the audio-video recording facilities in Teaching Learning Centre of the University), (xxvii) new laboratories (as follow up actions of previous NAAC PTR) in several cutting edge areas including Remote sensing and GIS, e-lab for climate change and crop production, waste to energy and algal biofuel.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

**Response:** A. Any 5 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications                           | <a href="#">View Document</a> |
| Upload details of Quality assurance initiatives of the institution (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Paste web link of Annual reports of University                                     | <a href="#">View Document</a> |
| Link for Additional Information  | <a href="#">View Document</a> |

**6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of**

**first cycle), Post accreditation quality initiatives (second and subsequent cycles).**

**Response:**

Post accreditation quality initiatives leading to incremental improvements are as under:

**Upgradation of classrooms and laboratories**

There has been remarkable upgradation and augmentation of equipment, furniture and related physical infrastructure of all the laboratories. All Classrooms have now been made ICT enabled. There are now 8 smart classrooms and 9 more are in the process of development. An e-lab (adaptNET) has also been established in Department of Energy for strengthening education, research and innovation.

**Innovative teaching practices and materials**

Special capacity building programmes for Faculties for effective teaching-learning have been organized by Teaching Learning Centre. New tools for blended mode of teaching learning have been introduced. Consequently, more than 5000 e-contents developed by Faculties from almost all the Departments are now available for the learners.

**Outcome based curriculum framework**

Outcome based (COs/POs) Curriculum framework has been introduced in all the academic programmes with inputs from experts and stakeholders (AC resolution no. CA.38/2019/1/4.1)

**New Departments**

- (i) Newly established Department of Design has initiated M. Des programme.
- (ii) In order to cater to effective teaching of Science subjects to B.Tech. students a separate Department of Applied Sciences has been established.

**Adjunct Faculty/Visiting Faculty/Subject experts**

The University has appointed several Adjunct and Visiting Faculty during the assessment period in various departments to enrich the teaching-learning process. In addition, Subject experts, visiting for different reasons including PhD viva-voce, delivered special lectures for the benefit of the students/teachers.

**Research collaborations with reputed industry, national and international universities and research organizations.**

36 MoUs (28 National + 8 International) have been signed with organizations of repute. Out of these, 13 MoUs (7 International + 6 National) have facilitated Faculty exchange. Some prominent research collaborations among them are with KTH Royal Institution of Technology, Sweden, Queen's University

Belfast, University of Nottingham, University of Auckland, AdaptNET Consortium led by Agriculture University Athens, DRL, Tezpur, CSIR-AMPRI. University has research collaboration with several industries viz., (i) ONGC (ii) Numaligarh Refinery Ltd., Assam. List of all MoUs is attached. Some MoUs after review by a designated Committee were renewed.

### **Multidisciplinary research**

1. IPR Chair has been established.
2. A center for Multidisciplinary research has been established.

### **Strengthening placement and entrepreneurship development/incubation activities**

Two placement cells (one for Engineering & Management studies and the other for non-engineering students) are active for training & placement activities. Many trainings were conducted for MATLAB, AutoCAD, Ansys, Machine learning with Python and sessions in addition to sessions for UPSC exams by successful IAS/IPS officers.

To encourage innovation, incubation & entrepreneurship, university has established Centre for Innovation Incubation and Entrepreneurship (CIIE). Generous funds have been made available in this regard for students and faculty.

### **Effective ERP system**

The University has developed several in-house applications for academic, administrative, and financial activities. The University is a beneficiary for the ERP system under the project e-SAMARTH, GoI and has completed 25 out of 36 Modules on e-SAMARTH.

### **Skill based training for rural people**

Several Departments have conducted skill-based training programmes for the rural people viz., water quality testing for villages & lab personal of PHED in several districts, pipe fitting and wall painting, Sustainable bio-waste management through vermi technology, skill development through technological intervention in cooking stoves, Stitching and fungiculture, Food processing and farming, Bakery production, Tomato processing and bottling.

| <b>File Description</b>    | <b>Document</b>               |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

As a centrally-funded public educational institution, Tezpur University is fully committed to the protection and promotion of gender equity in its academic and administrative systems. In addition to co-curricular activities, and facilities listed below, sensitization of gender equity is embedded in the academic and curricular activities of Tezpur University.

Our important measures and facilities to this end include:

1. Gender sensitization sessions during the Central Orientation Programme for new students in the beginning of each academic session;
2. Programmes including PPT presentations and screening of short educational during departmental gender sensitization programmes to introduce freshers to their rights of redressal in the event of sexual harassment [Link 1]
3. Inclusion of female students, faculty and staff members in all important policy making and administrative committees; it is noteworthy that female representation is also ensured in the highest decision-making body of the University i.e. Board of Management as per the Statute 49 Section I(VII) through nomination by the Vice Chancellor. Further a female student representation is also institutionalized by special invitation. In all Selection Committees for recruitment the representation of a female member is mandatorily ensured.
4. Six exclusive hostels to accommodate all the female students enrolled;
5. Provision of free bicycles to needy female students;
6. Daycare Centre for female faculty and staff members in the campus;
7. Ladies' Common Rooms with attached washrooms in the Students' Activity Centre and other common facilities;
8. Internal Complaints Committee to receive and process complaints on sexual harassment from female students, faculty or staff members and for their redressal;
9. Seamless facility for Online filing of sexual harassment complaints;

Online complaint filing ensures that the identity of the complainant is protected;

1. Film shows, workshops and puppetry show organized by students with faculty support, to engage with questions of gender identity, equality and discrimination;
2. Chandraprabha Saikiani Centre for Women Studies offers a two-semester PG Diploma in Women Studies. The Center also organises regular programmes for inclusion of women and marginalised genders in and outside of the academia through talks, workshops, street plays, training programmes etc. The centre's outreach and extension activities that usually target adolescent girls and marginalised women are immensely popular.
3. Department of Mass Communication & Journalism has been organizing several gender related activities;
4. Several departments at the Humanities and Social Sciences School offer courses to post-graduate

students such as Gender and Culture (CT523), Understanding Gender (CP525), Gender and Literature (I&II) (EG509 & EG510), Gender and Society (SC571), Gender Issues (SW524), Issues in Development (CD418) among others to promote understanding of issues related to gender as part of their MA Programmes. In the School of Sciences, the Department of Environmental Science has gender issues related contents in following two courses:

(i) Human Population, Social Issues and Environment (ES545) and (ii) Indoor air pollution and Human Health (ES577);

5. Regular workshops and training programmes are conducted for faculty members, staff and other service providers to promote gender equality through the year. A few such programmes organized by Tezpur University Internal Complaint Committee (TU ICC) are listed as additional information;

| File Description   | Document                      |
|--|-------------------------------|
| Specific facilities provided for women in terms of:<br>a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#">View Document</a> |
| Annual gender sensitization action plan  | <a href="#">View Document</a> |

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Geotagged Photographs          | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

Sustainable waste management practices are employed for minimization of waste/“zero waste” on campus through several measures for degradable and non-degradable waste.

**Solid waste management**

1. The solid waste is collected door-to-door from residential/academic/administrative buildings and Shopping center etc. by a hired agency.
2. The single use plastic has been banned since June 2018.
3. Dustbins are placed at strategic locations within the campus.
4. A Biogas plant treats degradable kitchen waste from the hostels.
5. Entire grass and leaf litter is collected by Horticulture section for vermi-composting pits to produce manure for plantations on campus.
6. Old building Scrap materials are reused for construction of fencing.

***Biogas production facility***

A bio-gas plant (50 cubic meter/day capacity, Max feed 250 kg kitchen waste & weeds) is functioning to convert bio-waste to energy. Its output is in the range 5 -12 kg/day LPG equivalent biogas. The biogas is used in the hostel, a canteen and an eatery. The solid part of the digestate from the plant is mixed with waste vegetative materials in a vermicomposting pit to produce manure.

***Vermicompost (organic manure)***

A vermicompost unit having 15 vermi beds with a capacity of about 16.5 cubic meter maintained by Horticulture section generates ~ 30-35 quintal of manure per year.

The manure is used for landscaping and plantations including fruit bearing trees. The excess manure from these facilities and those of Departments of Energy and Environmental Sciences is distributed against the cash or exchange of kitchen waste, paper etc.

**Liquid waste management**

1. There are Filtration facilities for grey water from 4 Girls hostels.
2. RWH systems are in place in 2 girls hostels with a total storage capacity of 10000 litres.
3. Rainwater is also collected for recharging of ground water through several open wells and for use in Botanical garden.
4. R.C.C septic tanks are installed to treat the black water from various buildings.

**Biomedical waste management**

A Bio-incinerator installed in the year 2017 is used for treatment of biomedical waste generated in various laboratories and the Health Centre (e.g., cell culture media, unused blood, plasma, microbes, recombinant DNA, sanitary napkins etc.).

While handling the waste, masks, head gears, eye covers, apron, gloves and boots are used.

**E-waste management**

Electronic waste (e-waste) is collected by Estate Branch from various departments. The usable parts are re-used for the replacements.

Further, wherever possible new equipment/machine is procured through buyback option.

The e-waste is disposed off through Govt of India Agency (MSTC Ltd).

**Waste recycling system**

Solid wastes (degradable) are generally recycled via biogas plant and vermicomposting units. Grey water is treated before discharging into drains. Usable e-wastes are used as replacements in repairs. Construction and demotion debris like iron/wood etc. are also recycled for various applications (e.g., furniture/fences etc.). Volatile solvents are reused after distillation.

**Hazardous chemicals and radioactive waste management**

Hazardous waste (chemical-organic, inorganic, organometallic and biological), after segregation at source are treated as per general or specific SOPs as part of green practices being followed in the laboratories.

The effluents generated thus are finally discharged through a hazardous chemical waste disposal system.

There is no radioactive waste generated in the campus.

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Geotagged photographs of the facilities   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

**7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** A. Any 4 or all of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** A. Any 4 or All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | <a href="#">View Document</a> |
| Geotagged photos / videos of the facilities                        | <a href="#">View Document</a> |
| Any other relevant documents                                       | <a href="#">View Document</a> |

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

**Response:** A. Any 4 or all of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software,



**mechanized equipment****5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** A. Any 4 or all of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | <a href="#">View Document</a> |
| Geotagged photographs / videos of the facilities                         | <a href="#">View Document</a> |
| Details of the Software procured for providing the assistance            | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

Tezpur University maintains an environment conducive to working together with mutual goodwill, trust and a sense of community belongingness. The following are some of the initiatives taken up in this regard:

1. At the beginning of each academic session, an orientation programme is organized for all new students of the University and sessions are held to sensitize them about the imperative of an equitable society while appreciating socio-economic, religious, linguistic, gender and cultural diversities.
2. Members from the SC/ST/OBC/Women/Minority communities are included in all administrative bodies and committees of the University as per regulatory requirement.
3. During various university functions (foundation day, convocation etc.), cultural programmes from various student groups are included. A noteworthy feature of the cultural sphere of the university is the TU Orchestra which represents a symphony of ethnic music of India's northeastern states and has brought laurels to the University.
4. Every year on the occasion of Annual Meet, India's cultural, regional, linguistic, socio-economic diversities and values of communal harmony and tolerance are showcased through a very vibrant and spectacular and live thematic performances by students along with the innovatively designed and created floats/carriages which traverse the entire campus.
5. Under *Ek Bharat Shresth Bharat*, TU has organized cultural and culinary practices of Rajasthan.
6. Lectures and cultural programmes are organized on the birth/death anniversaries of cultural icons such as Srimanta Sankardeva, Kabiguru Rabindranath Tagore, Rupkonwar Jyotiprasad Agarwalla, Kalaguru Bishnuprasad Rabha, Dr. Bhupen Hazarika, etc. with an objective of character building of students and other members of the TU community with their inclusive ideals as espoused by them.
7. With an aim of inculcating and strengthening the sense of patriotism and fellow feelings as Indians, diverse programmes are organized on India's Independence Day, Republic Day, Gandhi Jayanti, Dr. Ambedkar Jayanti and National Unity Day.

8. NSS student volunteers of Tezpur University teach and conduct various cultural activities in nearby villages having diverse ethnic groups under the programme “Gyanmalini”. NSS Cell also organizes cultural festival such as North-East Cultural festival with participation from 8 states of Northeast India with support from Ministry of Youth Affairs and Sports (MoYAS), Govt of India. NSS volunteers also take part in spreading awareness and generating fund for communal harmony as a part of Govt of India initiative.

All these activities inculcate values respecting various diversities among the students.

In order to cater to the academic needs of the marginalized and slow-learning students, the University organizes remedial classes and special coaching programmes through Centre for Inclusive Development.

| File Description   | Document                      |
|--|-------------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

Various activities are organised to sensitize students and employees about our constitutional obligations.

##### **1. Activities:**

- Constitution Day, is celebrated on 26th November every year to remind us of the principles of humanitarian values, rule of law, equality and dignity of the individual, liberty, harmony, and justice as enshrined in our constitution. Under the aegis of Department of Law and Ambedkar Chair. In addition, the University administers the oath of allegiance to the Constitution by reciting its Preamble. A copy of the constitution has also been kept for display at prominent places (Administrative building and Central Library).
- Gandhi Jayanti is observed to sensitize the University Community about the values of nonviolence, compassion, truth and righteousness.
- World Environment Day is celebrated to spread awareness about the importance of protection and conservation of our environment and sustainable development. Some of the Activities carried out by NSS and NCC are:

1. Plantation Drive (12 camps with plantation of 1000 saplings per year)
2. Swacch Bharat Abhiyan (06 camps with 860 volunteers)
3. Gandagi Mukh Bharat (01 camp with 563 volunteers)

#### 4. Swachhta Pakhwada (08 camps with 1760 volunteers)

- International Women's Day is celebrated to sensitize the university community about gender equity and social economic cultural and political empowerment of women. Camps have been organized on Women Health and Hygiene and Women empowerment.
- Rashtriya Ekta Diwas is celebrated to encourage “National Unity” and brotherhood.
- National Science Day is celebrated through organisation of Scientific activities under the aegis of an event –’InSCIgnis’ to inculcate the Scientific temper as part of citizen’s fundamental duties.
- Independence Day, and Republic Day are celebrated to instil the spirit of nationalism and patriotic feelings in the University community.
- World Press Freedom Day is celebrated every year to make us aware about the importance of freedom of expression.
- Hindi Diwas is celebrated on September 14 every year to mark the adoption of Hindi language as official language of India by the Constituent Assembly in 1949. Efforts are made to promote Hindi by organising various events including Hindi training and workshops for students & employees.
- Tezpur University regularly observes the Vigilance Awareness week, during which all employees and students take integrity pledge, along with organization of various activities, viz., essay and quiz competitions, community run and street play.

#### 1. Induction Program and courses on constitutional awareness.

For the newly admitted students every year induction program is organised wherein sessions are conducted on values, rights, duties and responsibilities.

Also, the University offers for students of all Engineering undergraduate programs few mandatory courses (LW 301 Indian Constitution, CT 465 Essence of Indian Traditional Knowledge) to create awareness among students about Indian constitution and social responsibilities.

Open electives (ED111 Right to Education: An Introduction; LW415 Human Rights Issues and Laws) are also offered.

#### 7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | <a href="#">View Document</a> |
| Code of ethics policy document   | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

### 7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

#### Response:

In order to inculcate spirit of nationalism, patriotic feelings, scientific temper, and to remember the contributions of great Indian Thinkers, Freedom Fighters and Scholars, the University celebrates and observes various national and international commemorative days, events and festivals throughout the year. The University every year celebrates Republic Day and Independence Day with great fervor and joy. During Independence Day celebrations, the University invites freedom fighters to honour them for their supreme contribution. The University observes Gandhi Jayanti, Ambedkar Jayanti, National Unity Day to remind the university community about their outstanding contributions to the country and to encourage everyone to internalize the values of nonviolence, truth, social equity, inclusiveness, harmony and unity. University also celebrates Constitution Day to make everyone aware about the rights, duties and responsibilities as Indian citizens. To commemorate the birth anniversaries of Maulana Abul Kalam Azad and Dr Sarvepalli Radhakrishnan, the University observes National Education Day and Teachers Day. In order to develop scientific temper and to celebrate the spirit of science, the students of the University organizes InSCIgnis, an annual science fest on the occasion of National Science Day. The University celebrates the birth anniversary of great Indian Mathematician Shri Srinivasa Ramanujan as National Mathematics Day to motivate and encourage young students to take up Mathematics which is so critical to developing their analytical ability. Like the rest of the world, the University celebrates World Environment Day to underline the importance of judicious resource consumption, Protection of Environment, Climate Change mitigation, and sustainable development. International Day of Yoga is also observed every year with host of activities involving students and employees of the University. While celebrating International Women's Day, the University organises activities in collaboration with nearby villages and NGOs.

In addition to the above Commemorative days, and events the University celebrates/observes Silpi Divas (Death anniversary of Rupkonwar Jyoti Prasad Agarwala), Rabindra Jayanti, Rabha Divas (Birth anniversary of Kalaguru Bishnu Prasad Rabha), Tithi of Sankardeva (Death anniversary of Srimanta Sankaradeva-the Vaishnavite saint-scholar), Death anniversary of Dr. Bhupen Hazarika, and various festivals (Bihu, Deepawali, Holi, Christmas).

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <a href="#">View Document</a> |

## 7.2 Best Practices

**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**Response:**

### **Best Practice - I**

#### **1. Title of the Practice**

Adopting Green Practices towards Sustainable University Campus

#### **2. Objectives of the Practice**

Objective of the green practices is to contribute towards emission reduction and hence sustainability through the applications of renewable energy, energy conservation measures and application of recycled organics from in-situ biomass residues as part of responsibility of an HEI to contribute to Climate change mitigation strategies. It is intended to conserve energy and natural resources, recycle bio-resources including plant nutrients, and reduce carbon emission through some proven practices viz., (i) generation of electricity through solar PV plant, (ii) generation of biogas through biogas plant, (iii) production of manure (vermicompost) using garden bio-residues (grass and leaf litter), (iv) adopting certified energy efficient electrical appliances and (v) rationalizing the use of motorized vehicles in the University campus.

#### **3. The Context**

Reduction of carbon footprint through day to day practices has remained a challenge in the HEI campuses/institution where population density is several times higher (~5000 per square km) than the common residential areas (~1000 per square km). The higher population density accompanied by intense academic activities demand higher per capita energy consumption. Again, maintaining desired green cover in the campus demands increased amount of inorganic fertilizer. Both of the above, contribute to higher amount of carbon emissions, if remedial measures are not adopted. HEIs are expected to demonstrate the exemplary green practices so as to contribute towards sustainability through emission reduction and resource conservation. A blend of green practices with the participation of major stakeholders has been carefully identified and implemented in Tezpur University campus to address the higher rate of energy consumption vis-à-vis carbon emission reduction to promote sustainability.

#### **4. The Practice**

The 1000 kWp Grid Connected Rooftop Solar PV Power plant installed in the year 2018 is successfully generating electricity to meet substantial amount of in-house demand besides supplying to the utility grid through formal net metering arrangement. The plant, installed with the support of MNRE (Govt of India), after in-depth technical assessment of energy potential inside the campus, is managed by third party as per long term contract which is a part of a win-win business model. In addition, 2.5 kWp off-grid Solar Power Plant is installed for Swimming Pool Lighting.

A community scale (50 cubic meter) anaerobic digestion plant (Model: Shakti Surabhi; Make: VK-NARDEP) has been running in the campus since 2013 as one of the successful business models demonstrating waste to energy conversion.

The University campus is covered with different types of well nurtured vegetation where timely supply of nutrients is one of the key considerations. Production of in-house organic manure for the above consumption as well as for revenue generation is practiced utilizing the decomposable biomass residue (grass and leaf litter) obtained from the vegetative areas. The reliance on in-organic fertilizer is substantially reduced by the above practice demonstrating a case example of circular economy and sustainability.

The preference for energy efficient appliance aiming at conservation of energy is another practice of the University. All the HPSV (High Pressure Sodium Vapour) streetlights have been replaced with LED and CFL lamps to contribute to energy saving and emission reduction. Modernization of the energy conservation practice through introduction of sensor based automatic switch (75 LED based automatic switches for streetlights) and “E4T Microgrid Project” incorporating 100 kW/84.5 kWh Li-Ion Battery Energy Storage, 12 smart air conditioning controllers and 36 automatic controllers for optimum use of electricity in hostel rooms are part of the green initiatives of the University.

To encourage the individual students to have low carbon footprint, use of personal motorized vehicle has been prohibited in the campus for them since 2016. Overwhelming participation of the students to use by-cycles for mobility within the campus has been appropriately supported and facilitated by the University making several unique arrangements viz., well planned parking space, repairing stall within campus, free-cycle bank, distribution of by-cycles among girls students etc.

## 5. Evidence of Success

Cumulative generation of renewable electricity since the commissioning (October, 2018) of the rooftop solar power plant has been over 3.44 MU (million units) till November 2021. Besides meeting about 25% of university's own electricity demand with savings of Rs 143.8 lakhs, TU rooftop SPV plant is also feeding about 0.25 MU to the outward grid. The estimated annual emission reduction of TU rooftop SPV plant is 929 tonnes of CO<sub>2</sub>eq.

Energy efficient lighting (LED and CFL) has resulted in a saving of about 20 thousand units of electricity and reduction of 16 tonnes of CO<sub>2</sub>eq GHG per annum. The sensor based automatic switches has resulted in a saving of about 1500 kWh of electricity per annum.

The biogas produced in biogas plant is replacing about 3.6 tonnes of LPG with saving of more than 10 tonnes of CO<sub>2</sub>eq while demonstrating the sustainable management of waste stream.

On an average 30 quintal per annum of quality manure is produced from 15 vermicomposting pits maintained by Horticulture section and utilized as a source of nutrients for the plantations on the campus. Excess manure is sold to generate revenue.

The reduced use of motorized vehicle in the campus has resulted in estimated saving of about 60 tonnes of CO<sub>2</sub>eq annually.

## 6. Problems Encountered and Resources Required

Further extension of roof top SPV (up to the allowable limit) has been limited by non-availability of additional roof top space. University is considering alternative plan to enhance the generation capacity. There are operational and management issues related to biogas plant due to lack of skilled manpower. For efficient electrical energy management including optimum utilization application of IOT will be required. Deployment of IOT based systems will require resources.

Expansion of biogas plant facilities and vermicomposting units would further entail additional requirement of manpower and financial resources

## 7. Notes (Optional)

*Please add any other information that may be relevant for adopting/implementing the Best Practice in other Institutions (in about 150 words).*

The experiences of the green practices of Tezpur University are shared publicly through the regular updates on the website of the University for its proper dissemination which are also provided as below.

- (i) generation of electricity through solar PV plant <http://www.tezu.ernet.in/dener/>
- (ii) generation of biogas through biogas plant <http://www.tezu.ernet.in/dener/>
- (iii) production of manure (vermicompost) using garden bio-residues [http://www.tezu.ernet.in/horticulture/vermicompost\\_unit.php](http://www.tezu.ernet.in/horticulture/vermicompost_unit.php)
- (iv) adopting certified energy efficient electrical appliances <http://www.tezu.ernet.in/dener/>

## Best Practice - II

### 1. Title of the Practice

**Promoting quality research with interdisciplinary/multidisciplinary thrust**

### 2. Objectives of the Practice

- To engage in interdisciplinary/multidisciplinary cutting edge research pursuits to advance the frontiers of knowledge in identified thrust areas.
- To undertake research problems with social relevance such as drinking water, bioresource, biodiversity, clean energy, traditional foods and beverages, medicines from plants and microbes, and traditional knowledge.
- To employ advance techniques and computational tools in research.
- To publish quality research papers in reputed international journals including UGC-CARE listed journals.

### 3. The Context

Most of the 21st Century problems faced by developing societies are related to research areas such as nutritional foods, health & well-being, climate change, clean energy, water, big-data analytics, etc. require multidisciplinary approaches for their redressal. The faculty members have the requisite expertise and

attitude with proven credentials to undertake research projects including those of interdisciplinary/multidisciplinary nature. Quality research in the above areas have considerable potential for innovation.

#### 4. The Practice

- Faculty members and research scholars are encouraged to choose interdisciplinary/multidisciplinary research problems across disciplines.
- Conscious efforts are made to ensure that all high-end analytical instruments in Sophisticated Analytical Instrumentation Centre and High Performance Computer Clusters are well maintained and fully functional.
- All Ph. D. theses are evaluated by at least one foreign examiner so that the thesis quality matches global standards.
- Research scholars are required to publish their research in good quality high impact factor journals.
- Research scholars and faculty members are encouraged to write project proposals, that could be supported by Research and Innovation grants post screening. Financial support is provided for organizing and to participate in national and international seminars.
- Newly recruited faculty members are given grants for setting up research laboratories and need based financial support for equipment and recurring expenditure is provided to all faculty.
- Academic Integrity Awareness Workshops are conducted to ensure that ethics are followed.
- Faculty members are provided travel grant for defending their research project proposals before funding agencies.
- Centre for Innovation, Incubation and Entrepreneurship has been established to encourage faculty and students to take up innovative projects. Generous funding is made available in this regard.
- MoUs with reputed institutions/universities within the country and abroad have been signed for research collaborations.
- Several collaborative projects such as SERB IMPRINT for “Multicrop residue processing technology package for fuel and fertilizer”, DBT “Bioinformatics and Computational Biology Centre” for Microbial Biodiversity in Assam and Arunachal Pradesh have been established at Tezpur University.
- Technology enabling centre (DST-TEC) has been established at Tezpur University in the Year 2019. The objective of DST-TEC is to create an Ecosystem for Technology Development in the Universities and academic Institutions in Assam and nearby NE states.
- The Centre for Multidisciplinary Research at Tezpur University has been established in the year, 2020 and Ph. D. programme has been started from 2021.

#### 5. Evidence of Success

The evidence and measure of success can be gauged by the recognitions received by various departments of Tezpur University and faculty members of Tezpur University.

- The Visitor’s Award for Best Research to Prof. Niranjana Karak in 2017 and to Prof. A. K. Mukherjee in 2018.
- In 2020, the Visitor's Award for Technology Development was awarded to Prof. Pritam Deb.
- CRSI Bronze Medal has been awarded to Prof. Niranjana Karak for the year, 2016.
- Indo-Hungarian International Joint Collaborative project and AdaptNET project have been funded to Tezpur University
- Tezpur University has been recognized as the State Level Technical Institute (SLTI) for Assam and



Meghalaya under the PM-FME scheme (PM Formalisation of Micro food processing Enterprises Scheme) of Ministry of Food Processing Industries (MoFPI), GoI, New Delhi.

- UGC-STRIDE project was granted to TU in 2019 on “Reviving cultural artefact Gamosa through intellectual property management..”.
- Tezpur University has been recognized as the Coordinating Centre for testing of biomass pellets and briquettes by the Bureau of Energy Efficiency, Ministry of Power.
- Tezpur University has been awarded Centre of Excellence (CoE) under National Mission for Sustaining the Himalayan Ecosystem (NMSHE) by the Department of Science and Technology (DST), Govt. of India for the period 2020-2025.
- Department of Computer Science and Engineering, Tezpur University has been selected for setting up MHRD's Center of Excellence based on Machine Learning and Big Data Analysis, for the period 2014-2019.
- State Innovation and Transformation Aayog, Government of Assam identified Department of Energy, Tezpur University to develop a smart platform for promotion of renewable energy in Assam based on departmental potential strength in renewable energy resources and their local application.
- Tezpur University has developed and patented an effective and simple technology for removing arsenic and fluoride from drinking water.
- Number of patents granted in last five year is 14.
- The number of publications as well as citation of TU (shown in graph) has increased over the years.

At present, the University has an impressive h-index: 89

Some of the high impact factor journals wherein faculty has published are given below:

Advanced Materials 32 (2020) 2004456, Impact Factor: 30.85

Science Advances 5 (2019) 3210 Impact Factor: 14.14

ACS Catalysis 10 (2019) 2489 Impact Factor: 13.08

ACS Catalysis 9 (2019), 5860 Impact Factor: 13.08

NAAC

Source: web of science

NAAC

Number of patents granted: 14

## 6. Problems Encountered and Resources Required

Often researchers engaged in addressing societal problems relevant in local/regional context do not get due encouragement and endorsement from their peers in academic community.

Inadequate dedicated technical manpower maintaining state of the art infrastructure for a variety of high end analytical instruments and significant amount of funds required for their maintenance are some the problems encountered.

| File Description                             | Document                      |
|--|-------------------------------|
| Best practices in the Institutional web site | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

#### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

##### Response:

The First Schedule of The Tezpur University Act 1993 states, as one of its prime objectives, that the University shall “promote national integration and the study of the rich cultural heritage of the region and, in particular, the diverse ethnic, linguistic and tribal cultures of the State”.

Preservation and revitalization of the endangered and lesser-known languages of Northeast has thus been one area distinctive to the University’s priority and thrust. Nearly 220 languages are spoken in Northeast India but most of these languages are now critically endangered. A language is a unique expression of the way a people view, think of, and understand the world. The loss of any language is, therefore, an irrevocable loss for all humanity. Speakers of many of the languages in Northeast India, which belong to different language families, are rather small in number ranging from 1000 to 10,000. With the new generations sharply shifting to dominant languages in order to ensure jobs for themselves these languages are now increasingly under the threat of becoming extinct altogether in the near future.

As a well-thought-out yet timely step, the UGC, in 2014 (under the 12th Plan), established a Centre for Endangered Languages (CFEL) at Tezpur University along with the establishment of two more such Centres at Rajiv Gandhi University, Arunachal Pradesh, and Sikkim University, Gangtok, for which the Tezpur University Centre would act *the Consortium Leader*. Each of these Centres would receive a grant of 6 crore and be staffed with three Assistant Professors, three Research Associates, eight Field Assistants, one technical assistant, and two other office staff and the prime goal of the Centres would be to work towards preservation and promotion of the endangered and lesser-known languages of this part of the country. The Tezpur University Centre is currently annexed to the Dept of English of the University and all the faculty members of Linguistics from this Department are also associated with the Centre as monitors, which also include its current Co-ordinator. As the Consortium Leader, the CFEL of Tezpur University was assigned the responsibility of organizing at the University a two-day Seminar cum Administrative Workshop with the presence of the National Coordinator of Centres for Endangered Languages of India to prepare an action plan for the Cluster, which was successfully carried out during 1-2 August 2014.

In conformity with the action plan prepared and adopted at the above-mentioned administrative workshop, CFEL Tezpur University, since August 2014, has been focusing on the endangered and lesser-known languages of Assam, Manipur and Nagaland. The Centre was able to collect a large amount of data on these language through regular field trips (well before the pandemic broke out), which were then verified at verification workshops held at the Centre attended by the select members of the communities. All the verified data has been stored in the CEFL Server as an archive for future use.

The Centre has in the meantime published seven primers of these languages: Biata, Khelma, Hrangkhoh (Assam); Onaeme, Purum (Manipur); Liangmai (Nagaland) and Yimchunger (Nagaland, in press), which have been received by the communities involved with great appreciation and enthusiasm.

**In the meantime, the Centre has also completed three *comprehensive* grammatical descriptions of these languages describing their syntactic, morphological and phonological properties. All the three manuscripts are now in press.**

Currently, the Centre is also preparing seven separate tri-lingual dictionaries of these languages. A common online version of these seven dictionaries will also be made available once their offline versions are ready by March 2022 along with a comprehensive ethnographic account of these languages.

As for the present infrastructure of the Centre, it has established a state-of-the-art Documentation Laboratory, a state-of-the-art Phonetics Laboratory, a Smart Class room, a Conference Hall, and Multipurpose Hall, which has also been used as a class room.

The Centre has been offering two CBCS courses, i.e. *Language, Society and Endangerment* and *Language Policy, Education, and Revitalization*, response to which has been rather overwhelming. From 2017 to 2019, the Centre also offered an *MA in Linguistics and Endangered Languages* in parallel with the *MA in Linguistics and Language Technology* offered by the Dept of English. The programme was closed in 2019 in order to concentrate more on field work, documentation, research and sensitizing the communities in the villages about preserving their endangered languages. This was done as per the recommendations of the UGC Mid-Term Review Committee, October 2018.

One of the objectives of the Centre has been to train the native speakers of these languages in linguistic analysis and accordingly the Centre has been regularly organizing workshops and seminars as well as talks by eminent scholars of the field both from India and abroad. The latest (online) workshop and seminar the Centre held were the *International Workshop on Developing an Orthography: Issues and Challenges*, 19 February 2021 and the *9th Endangered and Lesser-known Languages* (organized in collaboration with SEL, Lucknow), 20 - 21 February, 2021.

The Advisory Committee of the Centre and the UGC Review Committee have been regularly monitoring the activities and progress of the Centre and because of its good work (the details of which can be found in the CIEFL Tezpur University Annual Progress Reports or at the Centre's Website) it has been granted an

extension till further order. Below is a sample of feedback received from a community member of Hrangkhul (i.e. Mr. Bulthoikhup Hrangkhul): *“The Centre for Endangered Languages, Tezpur University is doing such a holy work for which our community is being brought out to the outer world. We are very much thankful to the entire group of Tezpur University for conducting research work on the Hrangkhul language.”*

The challenge that the Centre has taken up is enormous. But the people at the Centre is determined to meet the challenge with total dedication and hard work; with perceptive insights and of course with true love and an unwavering loyalty to these languages and the communities.

| File Description                             | Document                      |
|--|-------------------------------|
| Any other relevant information               | <a href="#">View Document</a> |
| Appropriate web in the Institutional website | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

Some of the notable activities in addition to activities reported elsewhere:

Regional Innovative Science Hubs for Innovators (RISHI), initially sponsored by DST for four years (2016-2019) and presently sponsored by Tezpur University, headed by a Senior Professor, is an effort to encourage talented students to pursue their innovative ideas in various scientific research areas. The scheme envisages to provide a platform for high/secondary school science students to develop problem identifying and problem-solving skills.

### "Earn While Learn" (EWL) Scheme

To help the needy students, the University engages them through "Earn While Learn" scheme. This also enables the students to develop skills and gain useful experiences of work areas of the University.

The non-teaching staff of the University also contribute for the holistic development of the University. Notable among them are -

1. Mr. Biplob Ozah, Laboratory Assistant, Dept. of Chemical Sciences, TU was selected for presenting "My Ideas" on 'Hunger and Obesity Free India' in the Festival of Ideas conducted by NCIDE, IGNOU & MHRD (Now Ministry of Education) from February 28, 2019, to March 01, 2019, at IGNOU, New Delhi. He was among the top 20 selected participants out of thousands of participants.

2. Dr. Kishor Kr. Baruah, Technical Officer, Dept. of Physics contributed immensely to Science popularization in general and Astronomy and related field in specific. He has delivered many popular lectures including webinars, arranged workshops, exhibitions, discussion activities on various topics related to superstitions, recent trends in science and technology etc., conducted sky observation programme, guided students to carry out various scientific projects, writing articles and books.

Some of the programmes are conducted in various educational institutions (Schools and) in the vicinity of Tezpur University Observatory etc. along with various Govt. and Non-Govt. Organizations both in rural and urban areas. The activity area covers all over India in general and NE region in specific. Some of the astronomical analyses are conducted in association with a NGO named "PRAG" for the Indian Army as per the request from defence officials related to some of the defence issues as a part of our extension activity.

### Concluding Remarks :

Tezpur University has adopted a multi-pronged strategy for creating infrastructure required for the pursuit of

high quality education and research. Overcoming all the odds of geographical remoteness, the University has made all out efforts to build itself as a leading centre of higher learning in the country. Today the University is able to attract thousands of young minds from across the country including these from abroad as evidenced from the applications received during admission process. Keeping abreast with developments in the Contemporary context, the University revises its curriculum based on the feedback collected from various stakeholders.

For holistic development of the students, the University also emphasizes on co-curricular and extra-curricular aspects. The two Training and Placement Cells, one for engineering and the other for non-engineering students, provide proactive guidance and focussed training to students.

With its transparent, participatory and inclusive governance system, Tezpur University has created a distinctively conducive environment at its campus leading to impressive achievements and awards, some of which are as under:

1. **Visitor's Best University in 2016**
2. **Visitor's Award in "Research" category to faculty for the years 2017, 2018.**
3. **Visitor's Award in "Technology & Development" category for the year 2020.**
4. **Gandhian Young Technological Innovation Awards: 2017, 2018, 2019 and 2021**
5. **INSA Teachers Award: 2016, 2017 & 2018**
6. **7 Departments under SAP Scheme of UGC, 6 Departments recipient of DST-FIST grant and Centre with Potential for Excellence in Particular Area (CPEPA) awarded to Department of Cultural Studies, Centre for Assamese Studies and Department of English and Foreign languages collaboratively, and a Centre for Endangered Languages.**
7. **Two centres of Excellence in Department of Environmental Science and Department of Computer Science & Engineering.**
8. **Recognition of Department of FET as State Level Technical Institute for implementation of PM Formalization of Micro Food Processing Enterprises Scheme (PM-FME) implemented in States of Assam, Meghalaya & Arunachal Pradesh.**

Motivated by its own tradition of working with a genuine sense of belongingness, the University marches ahead on its mission to produce human resource and researchers of the highest quality for the nation and the global community.



## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1.2     | <p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p>1.1.2.1. <b>How many Programmes were revised out of total number of Programmes offered during the last five years</b><br/>           Answer before DVV Verification : 48<br/>           Answer after DVV Verification: 38</p> <p>1.1.2.2. <b>Number of all Programmes offered by the institution during the last five years.</b><br/>           Answer before DVV Verification : 77</p>  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.1.3     | <p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years<br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>752</td> <td>711</td> <td>627</td> <td>522</td> <td>474</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>752</td> <td>711</td> <td>627</td> <td>522</td> <td>474</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 752 | 711 | 627 | 522 | 474 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 752 | 711 | 627 | 522 | 474 |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 752       | 711  | 627     | 522     | 474     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 752       | 711  | 627     | 522     | 474     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.2.1     | <p><b>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p>1.2.1.1. <b>How many new courses were introduced within the last five years.</b><br/>           Answer before DVV Verification : 383<br/>           Answer after DVV Verification: 383</p> <p>1.2.1.2. <b>Number of courses offered by the institution across all programmes during the last five years.</b><br/>           Answer before DVV Verification : 2534</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.2.2     | <p><b>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p>1.2.2.1. <b>Number of Programmes in which CBCS / Elective course system implemented.</b><br/>           Answer before DVV Verification : 67<br/>           Answer after DVV Verification: 47</p> <p>Remark : DVV has updated the data as per extended profile metric 1.1</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.3.2     | <p><b>Number of value-added courses for imparting transferable and life skills offered during last five years.</b></p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

**1.3.2.1. How many new value-added courses are added within the last five years.**

Answer before DVV Verification : 21

Answer after DVV Verification: 21

**1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.****1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1727    | 1665    | 1826    | 2226    | 1962    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1727    | 1665    | 1826    | 2226    | 1962    |

**1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).****1.3.4.1. Number of students undertaking field projects or research projects or internships.**

Answer before DVV Verification : 1360

Answer after DVV Verification: 1360

**1.4.2 Feedback processes of the institution may be classified as follows:**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

**2.1.1 Demand Ratio (Average of last five years)****2.1.1.1. Number of seats available year wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1939    | 1758    | 1616    | 1568    | 1507    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1939    | 1758    | 1616    | 1568    | 1507    |

**2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years**

**(Excluding Supernumerary Seats)****2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 853     | 794     | 621     | 630     | 590     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 863     | 794     | 637     | 648     | 618     |

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )****2.3.3.1. Number of mentors**

Answer before DVV Verification : 253

Answer after DVV Verification: 253

**2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years****2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 246     | 247     | 227     | 224     | 216     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 246     | 247     | 227     | 224     | 216     |

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 2940

Answer after DVV Verification: 2940

**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years****2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the**

**declaration of results year wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22      | 17      | 22      | 22      | 21      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 26      | 16.67   | 25.12   | 23.88   | 20.86   |

**2.5.4 Status of automation of Examination division along with approved Examination Manual**

Answer before DVV Verification : Only student registration and result processing

Answer After DVV Verification: Only student registration and result processing

**2.6.3 Pass Percentage of students(Data for the latest completed academic year)**

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 1051

Answer after DVV Verification: 1051

2.6.3.2. **Total number of final year students who appeared for the examination conducted by the Institution.**

Answer before DVV Verification : 1078

**3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**3.1.2.1. **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9.92216 | 0       | 1       | 1       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9.92216 | 0       | 1       | 1       | 0       |

**3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**3.1.3.1. **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 6       | 23      | 12      | 6       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 6       | 22      | 12      | 6       |

**3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.**

**3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 110     | 143     | 178     | 142     | 123     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 110     | 143     | 178     | 142     | 123     |

**3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

**3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 214.09  | 121.44  | 219.732 | 66.978  | 128.22  |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 214.09  | 121.44  | 219.732 | 66.978  | 128.22  |

**3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years**

**3.2.3.1. Number of research projects funded by government and non-government agencies during the last five years.**

Answer before DVV Verification : 320

Answer after DVV Verification: 320

**3.2.3.2. Number of full time teachers worked in the institution year-wise during the last**

five years..

Answer before DVV Verification : 255

3.3.2 **Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**

3.3.2.1. **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21      | 26      | 16      | 24      | 34      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21      | 26      | 16      | 24      | 34      |

3.3.3 **Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

3.3.3.1. **Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10      | 16      | 7       | 10      | 16      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10      | 16      | 7       | 10      | 16      |

3.4.2 **The institution provides incentives to teachers who receive state, national and international recognitions/awards**

**1. Commendation and monetary incentive at a University function**

**2. Commendation and medal at a University function**

**3. Certificate of honor**

**4. Announcement in the Newsletter / website**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

3.4.3 **Number of Patents published / awarded during the last five years.**

**3.4.3.1. Total number of Patents published / awarded year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19      | 8       | 4       | 8       | 5       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19      | 7       | 3       | 5       | 1       |

**3.4.7 E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

Answer before DVV Verification : A. Any 5 of the above

Answer After DVV Verification: A. Any 5 of the above

**3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****3.5.2.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

| 2020-21  | 2019-20  | 2018-19  | 2017-18  | 2016-17  |
|----------|----------|----------|----------|----------|
| 84.14325 | 116.6427 | 25.21182 | 22.81504 | 13.88015 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 82.25   | 84.42   | 8.54    | 13.56   | 58.36   |

**3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years****3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 1       | 0       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 1       | 0       | 0       |

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 56      | 90      | 63      | 33      | 23      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 36      | 65      | 43      | 13      | 5       |

Remark : DVV is not able to verify the data because HEI has not provided the complete reports of the events

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9611    | 9739    | 8328    | 3090    | 1699    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4444    | 4109    | 3959    | 3910    | 3687    |

Remark : The student's participation in the extension activities does not exceed the total strength in the HEI provided in EP 2.1. Repetitive participation of the students to be counted as one only

**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**3.7.1.1. Total number of Collaborative activities with other institutions / research**



**establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22      | 21      | 23      | 11      | 42      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22      | 21      | 23      | 11      | 42      |

**3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

**3.7.2.1. Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30      | 26      | 23      | 17      | 8       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 31      | 24      | 22      | 16      | 7       |

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1693.14 | 387.25  | 765.44  | 2696.43 | 9.34    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1693.14 | 437.25  | 765.44  | 2980.66 | 59.10   |

**4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic**

year)

**4.3.1.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 177

Answer after DVV Verification: 99

Remark : In some of the photographs provided by the HEI shows that no ICT facility is available. [https://luit.tezu.ernet.in/naac2/Criteria-4/4.3.1/GeoTagPhoto/Women\\_Studies/WSC-CR-2.jpg](https://luit.tezu.ernet.in/naac2/Criteria-4/4.3.1/GeoTagPhoto/Women_Studies/WSC-CR-2.jpg) <https://luit.tezu.ernet.in/naac2/Criteria-4/4.3.1/GeoTagPhoto/SoE%20Deans%20Building/SOE-CR-301.jpg> <https://luit.tezu.ernet.in/naac2/Criteria-4/4.3.1/GeoTagPhoto/SoE%20Deans%20Building/SOE-CR-308.jpg> <https://luit.tezu.ernet.in/naac2/Criteria-4/4.3.1/GeoTagPhoto/SoE%20Deans%20Building/SOE-CR-301.jpg> <https://luit.tezu.ernet.in/naac2/Criteria-4/4.3.1/GeoTagPhoto/SoE%20Deans%20Building/SOE-CR-112.jpg> HEI is considering only LAN & WiFi as ICT enable facility. That is not acceptable. HEI has also make the temporary arrangement for increasing the numbers, as shown in the photograph [https://luit.tezu.ernet.in/naac2/Criteria-4/4.3.1/GeoTagPhoto/Business%20Administration/MBA\\_CR-9.jpg](https://luit.tezu.ernet.in/naac2/Criteria-4/4.3.1/GeoTagPhoto/Business%20Administration/MBA_CR-9.jpg) DVV is not able to verify the data

**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3609.87 | 3638.89 | 3474.65 | 2939.58 | 2850.22 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3609.87 | 3638.89 | 3474.65 | 2939.58 | 3327.89 |

**5.1.2 Average percentage of students benefitted by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**5.1.2.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 911     | 1228    | 1264    | 1119    | 1246    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 844     | 951     | 1313    | 1005    | 1018    |

5.1.3 **Following Capacity development and skills enhancement activities are organised for improving students capability**

**1. Soft skills**

**2. Language and communication skills**

**3. Life skills (Yoga, physical fitness, health and hygiene)**

**4. Awareness of trends in technology**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**5.2.1.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 114     | 251     | 236     | 181     | 179     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 127     | 318     | 312     | 244     | 229     |

**5.2.1.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 683     | 721     | 698     | 624     | 589     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 683     | 721     | 698     | 624     | 589     |

5.2.2 **Average percentage of placement of outgoing students during the last five years**

**5.2.2.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 192     | 312     | 332     | 289     | 249     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 190     | 312     | 332     | 289     | 249     |

5.2.3 **Percentage of student progression to higher education (previous graduating batch).**

5.2.3.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 297

Answer after DVV Verification: 297

5.3.1 **Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.**

5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14      | 14      | 19      | 21      | 22      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 14      | 9       | 4       | 6       |

5.3.3 **Average number of sports and cultural events / competitions organised by the institution per year**

5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14      | 14      | 19      | 21      | 22      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14      | 14      | 19      | 21      | 22      |

6.3.2 **Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**

**6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 37      | 45      | 28      | 28      | 31      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 37      | 45      | 28      | 28      | 31      |

6.3.3 **Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 27      | 12      | 21      | 25      | 10      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 28      | 12      | 21      | 25      | 8       |

6.4.2 **Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).**

**6.4.2.1. Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).**

Answer before DVV Verification:

| 2020-21  | 2019-20  | 2018-19 | 2017-18  | 2016-17 |
|----------|----------|---------|----------|---------|
| 12329.78 | 10957.52 | 8501.81 | 13111.35 | 812.73  |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 4160.78 | 3156.01 | 1674.11 | 6317.18 | 2264.40 |
|---------|---------|---------|---------|---------|

**6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

6.4.3.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 17.694  | 0       | 0       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 17.694  | 0       | 0       | 0       |

**7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures**

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

**7.1.4 Water conservation facilities available in the Institution:**

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: A. Any 4 or all of the above

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

|        |  |
|--------|--|
|        | <p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: A. Any 4 or all of the above</p>  |
| 7.1.7  | <p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li><b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li><b>Divyangjan friendly washrooms</b></li> <li><b>Signage including tactile path, lights, display boards and signposts</b></li> <li><b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li><b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: A. Any 4 or all of the above</p> |
| 7.1.10 | <p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li><b>The Code of Conduct is displayed on the website</b></li> <li><b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li><b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li><b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p>  |

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1     | <p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>66</td> <td>67</td> <td>68</td> <td>64</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>46</td> <td>48</td> <td>49</td> <td>48</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 69 | 66 | 67 | 68 | 64 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 47 | 46 | 48 | 49 | 48 |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 69      | 66  | 67      | 68      | 64      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 47      | 46  | 48      | 49      | 48      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.2     | <p><b>Number of departments offering academic programmes</b></p> <p>Answer before DVV Verification : 26</p> <p>Answer after DVV Verification : 25</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.1     | <p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|         |   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

|      |      |      |      |      |
|------|------|------|------|------|
| 4444 | 4109 | 3959 | 3910 | 3687 |
|------|------|------|------|------|

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 4444    | 4109    | 3959    | 3910    | 3687    |

2.2 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1078    | 1092    | 1110    | 1028    | 937     |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1078    | 1092    | 1110    | 1028    | 937     |

2.3 **Number of students appeared in the University examination year-wise during the last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 3382    | 3199    | 3199    | 3169    | 2988    |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 3382    | 3199    | 3199    | 3169    | 2988    |

2.4 **Number of revaluation applications year-wise during the last 5 years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2       | 4       | 2       | 4       | 2       |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2       | 4       | 2       | 4       | 2       |

3.1 **Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1650    | 1605    | 1421    | 1353    | 1283    |



Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1650    | 1605    | 1421    | 1353    | 1283    |

3.2 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 261     | 267     | 246     | 252     | 247     |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 261     | 267     | 246     | 252     | 247     |

3.3 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 312     | 312     | 312     | 283     | 283     |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 312     | 312     | 312     | 283     | 283     |

4.1 **Number of eligible applications received for admissions to all the programs year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22228   | 23907   | 28889   | 27733   | 26667   |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22228   | 23907   | 28889   | 27733   | 26667   |

4.2 **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1028    | 980     | 813     | 770     | 736     |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1028    | 980     | 813     | 770     | 736     |

4.3 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 179

Answer after DVV Verification : 179

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 800

Answer after DVV Verification : 800

4.5 **Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5738.14 | 4161.15 | 4341.27 | 5684.83 | 2862.96 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5738.14 | 4161.15 | 4341.27 | 5684.83 | 3340.63 |